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ABSTRACT

This document presents the special education plan for the Winnipeg (Manitoba) school district. The first section offers an overview, reviewing objectives of the 1990-91 school year and outlining major projects for 1991-92. Section II covers the planning process with emphasis on Project LINCS (Linking Individual Needs with Coordinated Systems), designed to facilitate systems change and the development of the Annual Division Action Plan. Section III emphasizes the program's philosophy and goals with statements of the goal of special education and the Special Education Department's mission and beliefs. Section IV details the comprehensive service delivery system including the continuum of special education supports, special education programs, procedures, personnel, and the child guidance clinic. Results of a needs survey are presented in Section V. The survey addressed (1) beliefs and concerns related to the special education service delivery model; (2) needs identification; and (3) the special education 1991/92 program recommendations according to 5-year plans. Section VI briefly describes the status of 22 other divisional resources (e.g., resource teachers, counseling services, the Migrancy Program, and building modifications). Each section also includes appendixes which further detail the school district's policies and procedures. (DB)

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ADAP

# From Vision to Commitment

# Special Education

# Annual Division Action Plan

# (ADAP)

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**The Winnipeg School Division No. 1**
**May 1991**

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ADAP

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# Section I - Overview

## *Focusing the Vision*

# Focusing the Vision

**1990-1991**

The reorganization of special education services continued as an ongoing priority for the Winnipeg School Division. In keeping with the philosophy that "all children should have access to resources which enable them to benefit from an education within their community", the "Enabling Learning Environments" model for the delivery of special education supports was implemented in September 1990. Considerable progress was made toward the provision of services which emphasize integration and the availability of supports for students within their home schools. Major objectives included:

1) ongoing reorganization to meet individual student needs in a continuum of non-categorical services;

2) development of program initiatives through collaboration with various planning committees;

3) furthering ownership for decision making at the local (school and catchment area) level;

4) enhancing partnerships between special and regular education with a focus on prevention and prereferral intervention.

**Objective 1**

The Special Education Department is committed to meeting the individual needs of students through the provision of enabling learning environments. A continuum of supports is established to meet the differential needs of students. Programming and placement of students now reflects curricular needs rather than disability labels. The model is also increasingly relevant to the needs of each catchment area.

Approximately 3.6% of the students in the Division receive special education supports. The majority of home schools (75%) now provide integrated supports and serve approximately 51% of the identified students in those integrated settings. All schools can access area and Division programs for those students whose needs cannot be met at the home school.

**Objective 2**

The Division Planning Committee was implemented this year to provide support in the planning process. In conjunction with the Division Steering Committee, area management committees and parent groups, long-range plans have been formulated and initiated in most cases.

**Objective 3**

With the shift in the pattern of planning and service delivery, more relevant decision making processes have been established to provide for direction from the school and catchment area level. Each area coordinates its special education planning though a management committee which includes administrators, special education consultants, Child Guidance Clinic, and teacher representatives. Area planning committees have engaged in short-term and long-term planning and cooperative ventures and are working to articulate their philosophies, roles, and expectations. Most of the staffing and program changes planned for 1991-92 were initiated at the local level.

**Objective 4**

At a direct service level, there has been increasing collaboration among the school, Child Guidance Clinic, and Special Education. Students are not referred to special education unless necessary. The model follows a process which emphasizes intervention through school-based resources prior to special education referral and includes prereferral consultation from special education personnel. In facilitating the regular education initiative, professional development has increasingly focused on improving the skills of all teachers who work with students in integrated settings.

In conjunction with the systems change noted above, a restructuring of the delivery of supports from the Special Education Department has occurred. New patterns for service delivery and planning are being formed as more schools provide school based services. With the thrust toward local management and decision making, the purpose and roles of personnel have been redefined, in order to make the best use of resources available. With increased involvement and programming at the local level, there has been a reduction in the number of services available centrally through the Special Education Department.

**1991-1992**

***Kaleidoscopes - Project Change*** is the response to input from relevant groups and individuals responsible for service delivery. In addition, the Division is reaching out to relevant resources, such as the university, to obtain supports.

In the belief that "systems change + adult change = student change" new initiatives have been planned to effect change at each of these levels. Project LINCS will address systems change while Projects LEARN and ROLES will address adult change. Project CHAMPS will address student change.

Project LINCS (Linking Individual Needs through Coordinated Systems) will engage people in cooperative ventures which will facilitate the collaboration and organizational change required to address the changing needs of children. In a collaborative system of delivery of special education supports, teachers in conjunction with parents should be empowered to make important decisions for students.

Projects LEARN, ROLES, and CHAMPS will primarily be addressed through professional development. Project LEARN (Leading Education through Adult ReNewal) will bring adults together to foster the necessary attitudes, knowledge and skills required to establish enabling learning environments for students with exceptional needs. Project ROLES (Resource Options promoting Learning for Exceptional Students) will engage educators in the development of collaborative service delivery models. Understanding those models and one's own role will facilitate enabling learning environments and meeting children's needs together. Project CHAMPS (Children Are Making Progress in Schools) will teach those strategies that facilitate the inclusion of students with exceptional needs in their schools and communities.

## Section II - Planning Process
*Project LINCS*

1. **Facilitating Systems Change**

2. **Developing the Annual Division Action Plan**

# Project LINCS

***(Linking Individuals Through Coordinated Systems)***
**Family - School - Community**

Strategies are required to engage people in cooperative ventures which will facilitate the collaboration and organizational change required to address the changing needs of children. In an integrated systems model of service delivery, we need to bring together perspectives which can address the uniqueness of the individual while celebrating the diversity of the group.

It is necessary to create partnerships which will blend the intrinsic success of all systems in order to successfully teach children. Collaboration among professionals from schools, communities, and families is fundamental to meeting the needs of exceptional students. In a collaborative system of delivery of special education supports, teachers in conjunction with parents, are empowered to make important decisions for students. Project LINCS will engage people in cooperative ventures to develop strategies which will address the changing needs of individual children, in the belief that:

**Effective Partnerships = Effective Interventions**

***Special Education Planning Committee***
***Special Education Steering Committee***
***Area Management Committees***
***School-Based Support Teams***
***Child Guidance Liaison Committee***
***Parents***
***Community/Government/University***

## 1. Facilitating Systems Change

In order to facilitate partnerships the Division has fostered and created organizational links with various stakeholders, including parents, teachers, administrators, trustees, other school division personnel, clinicians, community agencies, government departments, and the university (Appendix II-A).

## 1.1 Division Special Education Planning Committee

To facilitate the effective planning of special education programs and services the Division constituted a Special Education Planning Committee in the fall of 1990. It consists of representation from trustees, Division administration, supervisory and consultative staff, principals, teachers, parents, and representation from public health and social service agencies. The terms of reference of the Planning Committee are:

- To monitor the implementation of Division Policy IGBA - Special Education Programs in accordance with the terms of reference of the special education policy and procedural guidelines from Manitoba Education and Training.

- To assist in developing a comprehensive and responsive Annual Division Action Plan.

The Planning Committee has met three times this school year. The first meeting was devoted to a general overview of special education services and the mandate of the Committee itself. At the second meeting, members approved the draft revision of Division Policy IGBA - Special Education Programs and reviewed the benefits and concerns regarding the Division model. At the final meeting, members reviewed the Annual Division Action Plan.

The first year was a beginning towards achieving meaningful input from various constituency representatives. However, the benefits have already begun. The best example was the identified need for, and initial drafting of, a brochure that explains Division special education programs and parental/student rights, including the appeal process. Parents also identified a need to develop strategies to facilitate parent involvement at the school level and will hold a think tank in early fall regarding this initiative.

## 1.2 Division Special Education Steering Committee

The Steering Committee operated throughout this year. It is composed of principals from each catchment area within the Division and representatives from Special Education, the Child Guidance Clinic, and the Superintendent's Department. The goal of the Steering Committee remains:

To implement the Special Education Policy with a focus on delivering services in the least restrictive environment, and the organization of programs on an area basis.

Needs are identified at the area level and five-year plans are developed in conjunction with the Steering and Planning Committees. The Steering Committee focus has included Division-wide programs, staffing supports, budget concerns, and professional development. It facilitates sharing of resources across catchment areas and recognition of patterns and service needs that affect more than one catchment area.

As the Division continues to emphasize local decision making, the Steering Committee should increase its value and effectiveness as a means of coordination.

### 1.3 Area Management Committees

Each catchment area coordinates its special education planning through a management committee. Membership includes administrators, a special education consultant, and sometimes special education teachers. Committee responsibilities include identification of necessary supports and coordination of professional development at the area level.

### 1.4 Advisory Committees

There are several advisory committees for specific programs. They include the Learning Assistance Centre programs, Early Childhood Language Centre, the Total Communication program, Employers Advisory to the Community Transition Program, and Life Skills Parent Advisory.

### 1.5 Parent Association

The Ellen Douglass Parent Association has existed for many years. Membership is open to any parent in the Division. A representative from this association sits on the Division Planning Committee as a means of ensuring input.

### 1.6 Division Committees

Special Education has input into Division-wide planning through representation on several committees. This year those committees included:

- The Professional Support Services Personnel
- WANTE Professional Development Committee
- Administrators Professional Development Committee
- Non-Violent Crisis Intervention Planning Committee
- Disruptive Students Committee
- CGC Liaison

### 1.7 Community Liaison/Coordinating Committees

The Division has established networks with other divisions, government, university, professional groups, and community agencies.

- Special Education Administrators of Manitoba
- University of Manitoba Faculty of Education
- Interdepartmental Liaison Committee (with Manitoba Education, Family Services, and Mental Health)
- Treatment and Learning Program
- Program for Autistic Students
- Red River Community College, Developmental Services Worker Program
- MEDC Employment Development Manitoba
- Manitoba Council for Exceptional Children

## 2. Developing the Annual Division Action Plan

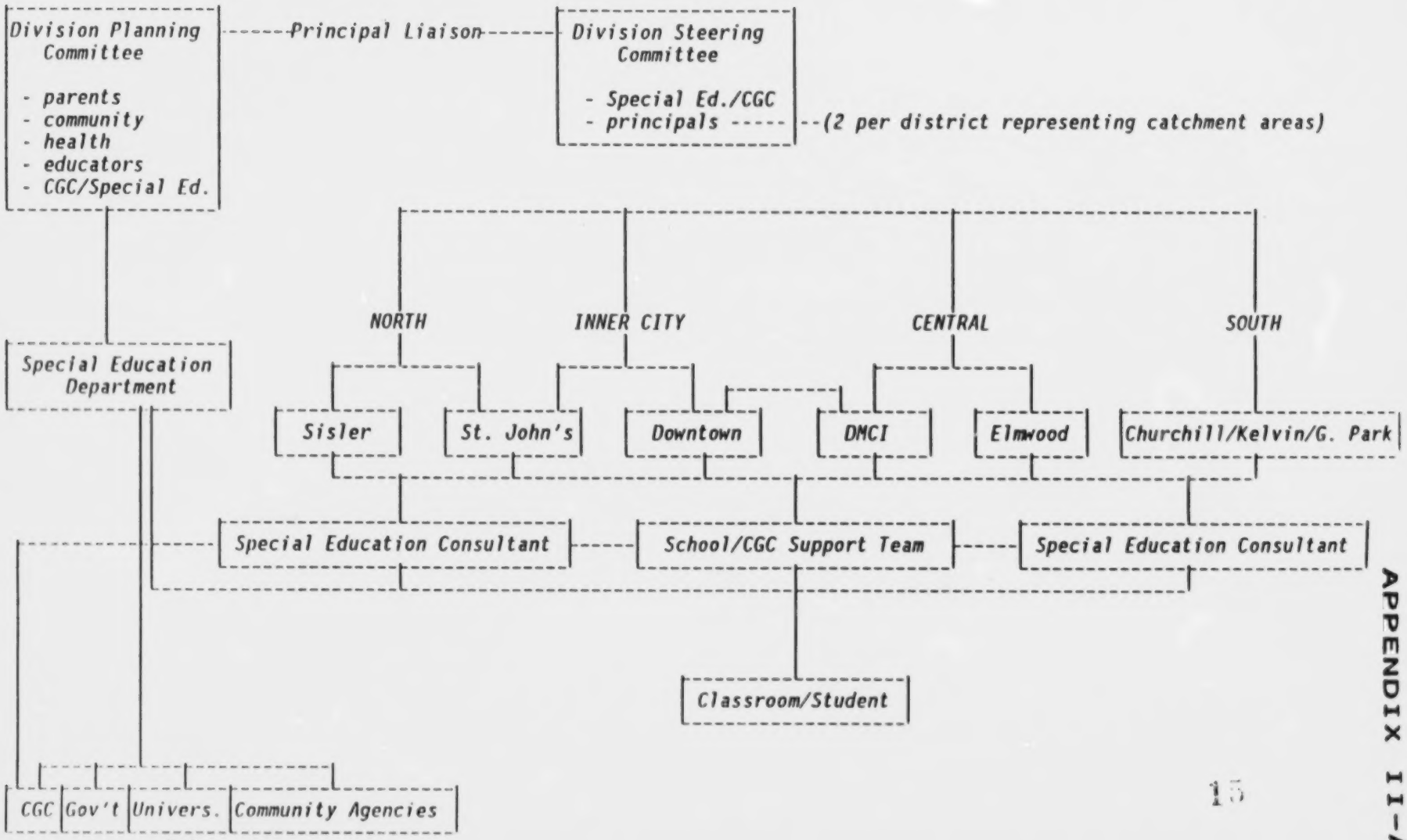
The Deputy Program Superintendent (Special Education) and the Service Director of Special Education sit on both the Division Special Education Planning and Steering Committees. They take the input from both committees, the Special Education Department, and other sources and integrate the information as required in the Annual Division Action Plan. The Planning Committee provides oversight on the final product.

# Appendix

## DIVISION SPECIAL EDUCATION PLANNING PROCESS

## PROJECT "LINCS"

## (LINKING INDIVIDUAL NEEDS THROUGH COORDINATED SYSTEMS)




APPENDIX II-A

## Section III - Philosophy and Goals
*The Vision*

1. **Goal of Special Education**

2. **Special Education Department Mission Statement/Beliefs**

## The Vision

### 1. Goal of Special Education

The goal of special education is consistent with the goal of regular education: "to support students in developing the knowledge and skills they require to live meaningful, self-fulfilling lives, with as much independence as possible in their communities." (Appendix III-A - Policy IGBA)

The Winnipeg School Division No. 1 provides supports and/or special programs for exceptional needs students who have special learning needs due to intellectual, social, physical, and/or psychological deficits. Supports are in the form of:

- trained specialists in education and therapy;
- special materials, equipment, and/or physical facilities;
- special and/or modified programs and supports within regular classrooms;
- special placement.

The Winnipeg School Division provides a continuum of special education supports to meet the differential needs of students who require intensive additional assistance. The special education thrust has been to broaden the continuum of services for exceptional students so that services are available in the least restrictive environment, appropriate to the needs of the child, and so those who are able to function within regular classrooms can be educated in mainstream settings.

Division policies and procedures have been developed (Appendix 3-A) governing the following:

- identification of student needs;
- student placement process;
- development of individual education plans;
- student assessment, program planning, and program evaluation;
- parental involvement.

The Division is in the process of revising Policy IGBA. A notable addition will be the inclusion of an appeal process for parents/guardians regarding special education placement or programs.

## 2. Special Education Department Mission Statement/Beliefs

***Mission Statement:*** The Special Education Department is committed to meeting the individual education needs of students through the provision of "enabling learning environments".

The Special Education Department is governed by the following beliefs:

1) Schools play a critical role in developing inclusive communities in which all individuals belong, regardless of their differences.

2) All students should have access to resources which enable them to benefit from an education within their community.

3) In recognition that learning is a lifelong process for all, curriculum provides for the development of skills and knowledge to enable each student to live a meaningful, self-fulfilling life with as much independence as possible.

4) The individual student is the first priority and curriculum is adaptable to meet individual differences so that each student has the opportunity to experience success in learning.

5) The special education service delivery model considers the child's needs within a context of the various systems which have an impact upon the child: family, school, and community.

6) Special education, as one component of a continuum of educational services, works collaboratively to provide the most enabling learning environment for students with the most complex educational needs.

7) Enabling learning environments include:

- well-qualified teachers;
- trained auxiliary personnel;

- opportunities for ongoing professional development;
- appropriate materials and equipment;
- pedagogical programs which reflect educational excellence.

8) Service shall be delivered in a manner which recognizes the strengths of individuals and treats all people with dignity and respect.

9) Cooperation, collaboration, and open communication are crucial in an effective service delivery model.

The mission statement and basic beliefs served to develop service delivery goals for the Department for 1990/91. This information was disseminated to every school in the Division via the December 1990 *SPECIAL EDition* newsletter (Appendix III-B).

# Appendix

SUBJECT: SPECIAL EDUCATION PROGRAMS

APPROVAL DATE: December 17, 1985

REVISION DATE:



## 1. GENERAL

1.1 The Winnipeg School Division No. 1 will attempt to provide supports and/or special programs for exceptional needs students who require any one, or a combination, of the following in order to function adequately in the classroom:

a) trained specialists in education and therapy
b) special materials, equipment and/or physical facilities
c) special and/or modified programs, and supports within regular classroom
d) special placement

1.2 In so far as possible, the supports and/or special programs will be provided in the least restrictive environment and shall encourage integration of students in a regular school environment.

1.3 Special education services may be provided to students with the following exceptional needs:

- moderate and severe hearing impairment
- visual impairment
- language impairment
- orthopedic or multi handicapped
- mild to severe mental retardation
- severe learning disability
- emotional disturbance
- behaviour disorders
- delinquent behaviour

## 2. DEFINITIONS

2.1 **Exceptional Needs Students** are those students, ages five* to twenty-one years, whose learning needs, due to intellectual, social, physical and/or psychological deficits, require special educational modifications, special equipment, and/or special education programs in order to learn and to maximize their potential.

* "Any child whose fifth birthday falls on or before December 31 may enter kindergarten in September of that same year..." (Policy JEB)

2.2 **Integration** is a placement procedure by which exceptional needs students are provided with the opportunity to be educated in an appropriate setting, which includes non-exceptional needs students.

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Integration may include various forms of programming as appropriate to address the intensity of the child's special education needs:

- self-contained special education classes participating in school activities
- students in self-contained special education classes spending a portion of the school day in regular classes
- students in regular classes withdrawn for special education support
- students in regular classes receiving additional support within the classroom setting.

2.3 **Treatment Programs**, both day and residential care, are those programs located in settings other than in a public school. The education component shall be under the direction of the school division in which the program is located.

## 3. IDENTIFICATION

3.1 The identification of the need for assessment for special programming shall be based on information obtained from one or more of the following sources, as applicable:

a) teacher
b) resource teacher
c) guidance counsellor
d) principal
e) parent/guardian
f) appropriate health and social service agency personnel
g) relevant discipline at the Child Guidance Clinic

## 4. ASSESSMENT

4.1 The school personnel, under the direction of the principal, shall initiate the referral to the Child Guidance Clinic for the formal assessment of the individual student needs.

4.2 Parental approval shall be obtained by the principal before requesting a formal assessment.

## 5. REFERRAL TO SPECIAL EDUCATION

Referral to the Special Education Department shall be the responsibility of the school and completed jointly by school personnel and Child Guidance Clinic personnel.

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5.1 Prior to referral to the Special Education Department for placement, there shall be consultation with the parent/guardian by the school.

5.2 Special education program decisions shall be based on:

a) written reports from classroom teachers, resource teachers and other relevant school personnel familiar with the pupil's abilities achievements, and learning needs
b) previous school records
c) formal assessment results.

## 6. PLACEMENT

Appropriate programming for students with exceptional needs may be provided through special instructional settings, special teaching strategies, support services, facilities and/or equipment which will address their unique needs.

6.1 If the student with exceptional needs requires a special educational setting, the following factors shall be taken into consideration:

- as close as possible to the home neighbourhood
- consistent with the student's chronological age
- as close as possible to the regular program stream
- accessible to an appropriate peer group
- possible future integration.

6.2 In accordance with established procedures, appropriate placement shall be determined by the Special Education Department in consultation with the referents and appropriate agency personnel (Child & Family Services, Society for Manitobans with Disabilities).

6.3 Decisions with regard to placement in special education programs shall be discussed with the parent/guardian. Refusal of placement in a special education program by the parent/guardian shall be requested in writing. In the case of a refusal, the parent/guardian shall be informed in writing as to the possible educational implications of the refusal by the Deputy Assistant Superintendent (Elementary).

### 6.4 Transfers

The standard transfer forms for the Winnipeg School Division shall be used for students in special education programs with the Individual Education Plan to be attached.

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## 7. PROGRAM REQUIREMENTS

### 7.1 Instructional Program

The primary special education instructional objective shall be to facilitate learning experiences in order to provide for the acquisition of knowledge and skills, to the best of each student's potential.

### 7.2 Curricula

Curricula for special education programs shall be based on Manitoba Education regular curricula, but adapted so as to be appropriate and meaningful for the individual students.

### 7.3 Individual Education Plan

An individual education plan for each special education student shall be the responsibility of the school and shall be written within six weeks of his/her entry into the program. The individual education plan would:

a) be written annually
b) assist the teacher and support staff in program implementation and evaluation for each student
c) ensure continuity in programming through the provision of essential information when the student transfers from one program to another or returns to the home school
d) monitor the appropriateness of placement in a specific program.

### 7.4 Instructional Setting

Because learning conditions vary from student to student, the type of instructional setting should be appropriate to the assessed needs of each student.

Special education programs may be provided through a variety of settings which may range from the provision of supports in regular classrooms to treatment programs in non-school settings.

### 7.5 Student Evaluation

Individual student's progress shall be continually assessed based on learning needs and abilities, and opportunities for movement along the continuum of educational programming should be made available.

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7.6 **Program Evaluation**

Special education programs shall be reviewed and evaluated on a regular basis according to Division practices.

7.7 **Principal's Involvement**

The principal of the school in which there are exceptional needs students shall be responsible for ensuring that all program requirements are implemented as outlined.

## 8. STAFFING

In so far as possible The Division shall employ, in special education programs, personnel who hold certificates in special education and have specialized training in specific areas of exceptional need to deliver special education programs.

8.1 In so far as possible The Division shall provide support services personnel who have specialized training to assist teachers and to provide direct service to exceptional needs students.

8.2 Professional development opportunities shall be made available to special education teachers and to regular class teachers who are integrating exceptional needs pupils.

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**ADMINISTRATIVE RULE**

Regulations governing procedures and operations for delivery of special education services as determined by the Chief Superintendent.

**1. REFERRAL**

Referral of students to special education programs shall be in accordance with Winnipeg School Division policy IGBA and shall be made on the Special Education Referral Form No. 1 (see Exhibit No. 4).

.1 The referring principal will be informed as to the status of the referral by the special education department.

1.2 The regular special education referral and placement procedures do not apply for students referred to the following programs:

a) **Orthopedically Handicapped Programs**

The contact persons are as follows:
Elementary: The Principal, Lord Roberts School
Secondary: The Principal, Grant Park High School.
Transportation and nonresident arrangements are facilitated by the Service Director of Special Education as recommended by the principals.

b) **Low Vision Itinerant Services**

The referral for low vision itinerant services is directly to the department head of low vision itinerant services who may be contacted at the Low Vision Resource Centre located at Daniel McIntyre Collegiate Institute (phone 783-7131).

c) **Support Services to the Hearing Impaired in Regular Classes**

Specialist educational support services are available to hearing impaired students in regular education classes. All regular class students with a permanent, bilateral hearing loss of at least a moderate degree can be referred directly to the specialist itinerant teacher of deaf education.

d) **Total Communication Program**

The referral is directly to the principal of the Manitoba School for the Deaf.

e) **Treatment Programs** (Institutional)

The referral is directly to the intake team of the respective treatment programs through the principal of Institutional Programs.

f) **Manitoba Adolescent Treatment Centre**

The referral is directly to the principal of Montcalm School (Manitoba Adolescent Treatment Centre).

## 2. PLACEMENT PROCEDURES

Placement in special education programs involves a three-stage process including intake, entry and integration procedures.

### 2.1 Intake

Intake for placement into special education programs is handled by a committee which may include the following:

a) special education consultant (chairperson)
b) designated Child Guidance Clinic contact person
c) referents:
   i) clinician(s)
   ii) school principal
   iii) classroom teacher and/or resource teacher
d) outside agency personnel involved with the child (e.g. Child and Family Services, Society for Manitobans with Disabilities)
e) others (as appropriate).

### 2.2 Role of the Intake Committee:

The Intake Committee is established to:

a) decide on appropriate placement based on the referral data and in accordance with policy IGBA;
b) establish the urgency and/or priority for placement;
c) determine when placement will, or is projected to, occur;
d) determine the individual who is responsible for informing the parent/guardian and providing the opportunity for visitation to the recommended program.

### 2.3 Entry

Entry into a specific special education program is handled by a

committee which may include the following:

a) receiving school principal (chairperson)
b) receiving classroom teacher
c) referents:
   i) clinician case manager
   ii) school principal
   iii) classroom teacher and/or resource teacher
d) others (as appropriate)

2.4 **Role of the Entry Committee:**

The Entry Committee is established to:

a) provide information to the receiving school and the appropriate support personnel as to the specific needs of the student;
b) determine specific program objectives for the student including any support service requirements;
c) finalize plans for entry including starting date, transportation and nonresident arrangements.

The sending principal will inform the parent/guardian as to arrangements made.

2.5 **Integration**

a) Prior to the decision to integrate exceptional needs students, the following factors should be taken into consideration:
   i) impact of the placement on the regular class program;
   ii) provision of adequate inservice training and/or orientation for the teacher;
   iii) provision of specialized equipment such as phonic ears, large print materials;
   iv) provision of program support materials;
   v) availability of appropriate support services to assist with the students' needs;
   vi) availability of both direct and indirect professional support services;
   vii) need for physical alterations to buildings.

b) Plans for integration of exceptional needs students should be based on information contained in the Individual Education Plan (see Section 5).

c) Effectiveness of partial integration should be monitored through Progress Reviews.

d) Recommendations for total integration should be made through Progress Reviews.

## 3. TRANSPORTATION

3.1 In accordance with the transportation policy of the Winnipeg School Division (Policy EEA), requirements for the transporting of special education students is coordinated by the special education department and forwarded to the transportation department.

3.2 The decision as to the method of transportation (school bus or public transit) is recommended by the special education department. Students ten years of age or over are encouraged to travel by transit in order to help them gain a sense of accomplishment and independence.

3.3 A change in method of transportation related to the needs and/or abilities of the student shall be finalized by the principal with the parent and the special education consultant will be notified by the principal.

3.4 The special education department shall inform the transportation department of any changes in transportation requirements.

3.5 Principals will inform the special education department immediately when a change of address occurs.

3.6 Information from the special education department with regard to mid-year changes or new requests for individual student transportation requirements must be forwarded to the transportation department 72 hours in advance.

3.7 Transportation requirements, including specific identification of students for existing special education classes or newly established special education classes, must be submitted to the transportation department by June 30.

3.8 **Notification**

a) the special education department will notify the referring principals of the starting date and time for transportation;

b) the referring principal will notify the parent/guardian of the student(s) involved;

c) written information with regard to transportation will be forwarded to the parent/guardian by the special education department.

**4. NONRESIDENTS**

Admission of nonresident special education students shall be in accordance with policy JECB and the following procedures:

4.1 Arrangements for a nonresident student to enter a Winnipeg School Division No. 1 special education program are confirmed with the special education coordinators of the respective referring school divisions by the Service Director of Special Education.

4.2 A nonresident application is mailed to the respective school division upon receipt of a placement recommendation from the special education department.

4.3 The completed application is returned to the special education office for signature by the Service Director and is forwarded to the nonresident clerk for final approval by the Secretary-Treasurer.

4.4 Upon receipt of the application, the nonresident clerk issues a nonresident permit to the parent/guardian of the child, the home school division and principal of the special education program.

4.5 The attendance of nonresident students in special education programs is reported to the special education office monthly by the school principal. This information is forwarded to the secretary-treasurer's office of The Winnipeg School Division No. 1 and copies are sent to the respective school divisions.

**5. INDIVIDUAL EDUCATION PLAN**

A written individual education plan is required for each student in a special education program within six weeks of entry into the program. A subsequent individual education plan shall be written annually.

This plan will serve as a guide to the teacher in program implementation and the evaluation of student outcomes. It will also provide the necessary information to ensure continuity of programming when the student transfers or leaves the program.

5.1 **Purpose**

a) To assist the teacher and support staff in program implementation and evaluation for each student.
b) To ensure continuity in programming through the provision of essential information when the student transfers from one program to another or returns to the home school.
c) To monitor the appropriateness of placement in a specific program.

5.2 **Format**

The individual education plan format will include:

a) a statement of the prime program needs and recommended resources;
b) current academic and/or life skills performance profile;
c) a list of annual goals specific to the individual student based on (b);
d) a description of short term objectives, strategies, target dates for achievement of objectives and criteria for evaluation.

5.3 **Development of Individual Education Plan**

a) The development of the written individual education plan will be coordinated by the special education teacher in collaboration with the support staff involved.
**NOTE:** Whenever a student in a special education program is integrated in regular classes, the special education teacher will coordinate the written individual education plan and monitor the progress in collaboration with the other teachers involved.
b) Assistance in developing the written individual education plan may be provided by the principal, the special education consultant, or other relevant support personnel as assigned or required.
c) Accountability for the written individual education plan resides within the jurisdiction of the principal as do all program areas within the school.

5.4 **Interpretation to Parents**

a) The written individual education plan will serve as the framework for the parent conferences. At least two parent conferences will be held during the school year, the timing of which will be in keeping with the school reporting schedule.
b) Parents will receive a copy of the Current Academic Performance

Profile and/or the Current Life Skills Performance Profile, which will be returned to the school with the parent's signature indicating they have seen the profile.

c) The parent/guardian is to be contacted in June with regard to the next year's placement plans.

5.5 **Progress Reviews**

a) Formal progress review conferences, involving key program and support personnel are held mid-year and, if necessary, at year-end. Parents/guardians may be included if appropriate.
b) The individual education plan will provide the basis for discussion at progress reviews.
c) Progress review conferences are arranged by the principal.
d) Special education consultants are involved on request.

## 6. DEVELOPMENT/EXPANSION OF SPECIAL EDUCATION PROGRAMS

The expansion of existing special education programs and the development of new programs are determined by the following factors:

a) the number of referrals submitted to special education and the nature of the program needs;
b) the identification of clusters of pupils requiring a special program emphasis for which program resources are non-existent.

6.1 Proposals for program expansion or development are submitted to the Deputy Assistant Superintendent (Elementary) by the Service Director of Special Education in conjunction with the principal, if involved. Program proposals must be submitted in October preceding the school year of proposed implementation.

6.2 **Program proposals**

The following information should be provided in the program proposals:

a) rationale;
b) population - identification of specific group or individuals to be included in the program;
c) goals and objectives;
d) specifics of proposed program:
   i) staff requirements
      - teachers
      - aides
      - CGC supports
      - therapy services

ii) transportation needs
iii) suggested location
iv) professional development needs (if required);

e) costs - a detailed estimate of costs of proposed program should include:
i) staff requirements
ii) transportation
iii) modifications to facilities
iv) materials and equipment
- start-up costs
- ongoing costs
v) professional development.

Proposals should indicate if existing resources can be reallocated to accommodate new program needs or if the program will require additional resources.

6.3 **Change of Location**

In the event that existing programs are to be moved to a different location, the following procedures shall apply:

a) discussion by the Special Education Department with the Deputy Assistant Superintendent (Elementary) as to rationale given for change in location and suggestions for alternate location;
b) consultation by Deputy Assistant Superintendent (Elementary) with the appropriate Assistant Superintendent as to availability of space;
c) consultation by Deputy Assistant Superintendent (Elementary) with the Child Guidance Clinic as to availability of necessary Clinic support services;
d) discussion with principal of suggested location as to expectations for program management;
e) information provided to the appropriate superintendent by the Deputy Assistant Superintendent (Elementary) regarding transfer of funds and staff;
f) proposed changes in location of existing programs should be discussed in October preceding the school year of proposed implementation.

## 7. ROLES AND RESPONSIBILITIES

7.1 <u>Service Director - Special Education</u>

Under the direction/supervision of the Deputy Assistant Superintendent of Elementary Schools, the Service Director-Special Education shall be

responsible for the organization and coordination of special education programs within the division.

Without in any way restricting the generality of the foregoing, duties othe Service Director-Special Education shall include:

**Management/Administration**

1. recruitment, selection and evaluation of special education central staff in conjunction with the superintendent;
2. supervision of the special education central staff including overseeing of intake, placement, and caseload management;
3. coordination of service by responding to superintendents, principals, parents and agencies in the community regarding service delivery, program information, and program development;
4. maintain an up-to-date index of children, teachers and support staff in special education programs for the superintendent;
5. other administrative responsibilities as assigned by the superintendent.

**Coordination of Programming**

For division-wide special education programs, the Service Director - Special Education shall perform a coordinating function.

The coordinating duties shall include:

1. intake and processing of requests for placement; determination and monitoring of placement and supports;
2. assistance in the selection of staff for special education programs;
3. arrangements for transportation for children entering special education programs;
4. distribution of nonresident applications for special education programs and confirmation of applications with school divisions outside of The Winnipeg School Division No. 1;
5. support to teachers, principals and support staff in programming;
6. identification of special education program needs within the division and recommendations for changes in programming;
7. representing special education on division committees as assigned or requested;
8. liaison with special education coordinators outside of The Winnipeg School Division No. 1, community agencies and parent associations in areas relevant to special education;
9. participation in conferences, inservices, etc. as a resource person and for the purpose of obtaining information;

10. provision of professional development opportunities for special education central staff, principals and teachers in the area of special education.

**Accountability**

1. submits for appraisal to the Deputy Assistant Superintendent of Elementary Schools annual plans which include long range goals and an operating budget for special education programs in The Winnipeg School Division No. 1;
2. submits reports to the Deputy Assistant Superintendent of Elementary Schools on a regular basis in order to allow an evaluation of performance.

7.2 **Consultant - Special Education**

The specific duties of the special education consultant shall include:

1. organizing, conducting and coordinating inservice programs for the instructional staff involved in the area of special education;
2. assisting the teachers and school administration in the development and operation of appropriate programs for special education students;
3. assisting the Service Director - Special Education and school administrators in the organization and administration of special education in the areas of intake, referrals and placement, transportation, nonresidents and identification of program needs;
4. liaison with the Child Guidance Clinic, community agencies, and special education coordinators outside of the Winnipeg School Division;
5. assisting the superintendent's department and the Service Director - Special Education by providing information and meeting with Manitoba Education staff regarding funding for special education programs and supports;
6. liaison with parents' associations relative to the specific program responsibility;
7. other duties as assigned by the appropriate superintendent and Service Director - Special Education.

7.3 **Professional Support Service Personnel**

In addition to the program support provided by special education consultants, assistance is available for program implementation from other Division coordinators and consultants according to the established job descriptions.

7.4 **Division Special Education Support Staff**

a) **Specialist Educational Support Staff**

Specialist teachers in the role of education support staff assist the teachers and other school personnel in the assessment of pupils' curricular needs and the development of individual and classroom curricula as well as in overall program development.

b) **Low Vision Itinerant Services**

Low vision itinerant services are provided to students with low vision handicaps. These services are offered to the students and teachers whenever the need for assessment or low vision training is identified by divisional support staff, the parents, the family physician as well as the school staff. All pupils with low vision are integrated in regular education.

c) **Learning Assistance Centre**

Presently under review.

7.5 **Principal**

In those schools where special education programs are located, the principal of the school shall be:

a) involved in the selection of the special education staff;
b) responsible for the evaluation of the special education staff;
c) responsible for the entry of new students into the special education program as outlined in the entry procedures (see Section 2.3);
d) responsible for arranging progress review conferences (see Section 5.5);
e) involved in any review of special education programs located in the school
f) responsible for the administration and operation of the program as part of the total school.

7.6 **Special Education Teacher**

The special education teacher is responsible for the delivery of the overall program in accordance with the objectives as outlined for the program.

He/she is also responsible for the coordination of the individual education plan.

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## 7.7 Teacher Aides

Aides are assigned to specifically identified programs and/or on a special assignment basis relative to identified individual or small group needs to provide support to teachers and students.

Teacher aides are under the general supervision of the principal and the specific direction of the teacher (subject to the Manitoba Regulations P250-R14 of the Public Schools Act).

## 7.8 The School-Based Support Team

The school-based support team is responsible for the provision of direct and consultative services to the pupils and the teachers in the special education programs under the direction of the principal.

a) **Resource Teacher**

Consultative services to the teachers may be provided by the resource teacher. Resource teacher service also may involve assessment of needs.

b) **Child Guidance Clinic Services**

Child Guidance Clinic services (psychologists, social workers, speech and language therapists, reading clinicians, audiologists and psychiatrists) are assigned to specific schools for the purpose of diagnosis, consultation and direct assistance to the pupils, the teachers and the parents.

c) **Physio and Occupational Therapists**

Physical and occupational therapists are employed to provide both direct and consultative services.

d) **Public Health Nurses**

Public health nurses are assigned by the City of Winnipeg Health Department on a part-time basis to each school.

## 7.9 Other Sources of Assistance

Various personnel within the school such as counsellors, librarians and other classroom teachers may be called upon to provide support to both students and teachers in special education programs.

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## I. CURRENT SPECIAL EDUCATION PROGRAMS

The Winnipeg School Division No. 1 has designed a number of programs to meet the needs of those students identified as requiring special teaching, specialized curriculum and/or special materials and physical resources in self-contained or integrated educational settings.

Chart I outlines the current Special Education programs in The Winnipeg School Division No. 1.

Comprehensive descriptions for each program are available.

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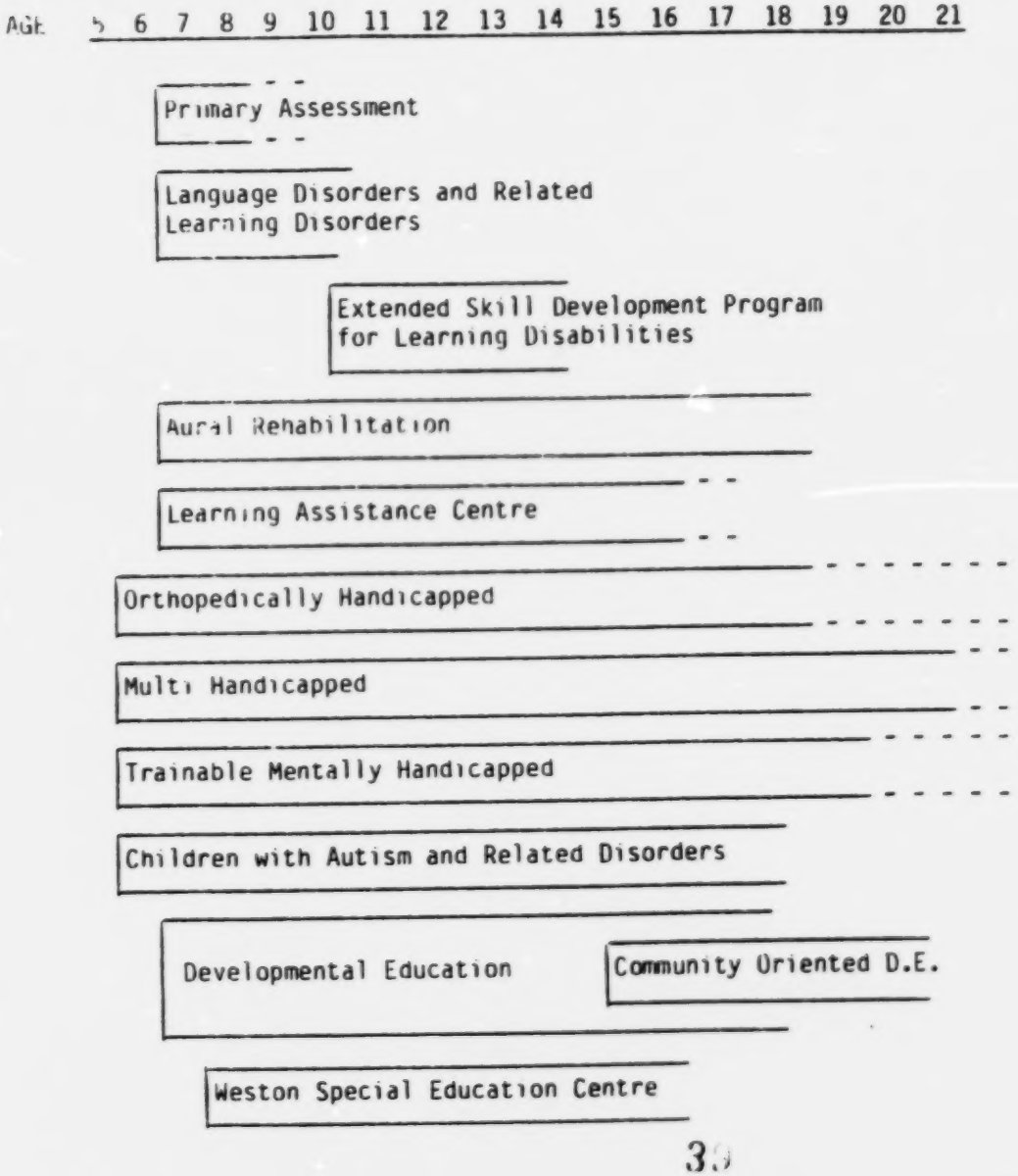
## CHART I

## WINNIPEG SCHOOL DIVISION NO. 1 SPECIAL EDUCATION PROGRAMMING 1983-84


AGE 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21
Primary Assessment
Language Disorders and Related Learning Disorders
Extended Skill Development Program for Learning Disabilities
Aural Rehabilitation
Learning Assistance Centre
Orthopedically Handicapped
Multi Handicapped
Trainable Mentally Handicapped
Children with Autism and Related Disorders
Developmental Education
Community Oriented D.E.
Weston Special Education Centre

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## CHART I

## WINNIPEG SCHOOL DIVISION NO. 1 SPECIAL EDUCATION PROGRAMMING 1983-84

AGE 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21

Elmwood Special Education Centre

Low Vision Services - -

Support Services to the Hearing Impaired in Regular Classes - -

Total Communication - a Manitoba School for the Deaf Program

Early Childhood Language Centre

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## 2. SPECIAL EDUCATION SERVICE DELIVERY STRUCTURE

Chart II, "Continuum of Programming Model in the Regular Education System", shows the organization of regular, special and institutional education in The Winnipeg School Division No. 1. This model is designed for all pupils, including the full spectrum of exceptional needs, for these purposes:

1) provision for a continuum of programming
2) provision for continuity in programming
3) accommodation of a wide range of abilities and needs
4) provision for integration in the regular program stream, in so far as is beneficial.

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## CHART II

## CONTINUUM OF PROGRAMMING MODEL IN THE REGULAR EDUCATION SYSTEM

**REGULAR EDUCATION**

### LEVEL I

REGULAR EDUCATION PROGRAMS: Regular classroom and academic curriculum with minimal back-up services.

### LEVEL II

REGULAR EDUCATION PROGRAMS: Regular classroom; some modification of the curriculum; regular remedial, enrichment, tutorial or therapeutic support.

### LEVEL III

REGULAR EDUCATION PROGRAMS: Adapted instructional settings and curriculum, part to full time in the regular school program through arrangement by the local school.

**SPECIAL EDUCATION**

### LEVEL IV

SPECIAL EDUCATION PROGRAMS: Age appropriate regular classroom and curriculum for part of the day; specialist support services on a regular basis for preteaching, post-teaching; remedial and/or therapy assistance.

### LEVEL V

SPECIAL EDUCATION PROGRAMS: Age appropriate self-contained instructional setting in the school; major adaptation of curriculum; academic and social integration where feasible.

### LEVEL VI

SPECIAL EDUCATION PROGRAMS: Age approporiate self-contained instructional setting for most of the day; major adaptation of curriculum; social integration.

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## CHART II

## CONTINUUM OF PROGRAMMING MODEL IN THE REGULAR EDUCATION SYSTEM

SPECIAL EDUCATION

### LEVEL VII

SPECIAL EDUCATION/TREATMENT PROGRAM: A low adult pupil or one-to-one instructional program or at home with home tutor or non-school setting.

INSTITUTIONAL EDUCATION

### LEVEL VIII

TREATMENT PROGRAM: An education/treatment program in a residential setting.

Adapted from Gearheart, B.R., Organization and Administration of Educational Programs for Exceptional Children (Springfield, Ill. Thomas, 1974) p.242

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3. STAFFING GUIDELINES

CHART III

SUGGESTED GUIDELINES
SPECIAL EDUCATION CLASS SIZE AND STAFFING
(For Self-contained Classes)

| PROGRAM | CLASS SIZE (RANGE) | STAFFING TEACHERS | STAFFING AIDES |
|---|---|---|---|
| 1. Primary Assessment | 6 - 10 | 1 | 1 |
| 2. Language Disorders and Related Learning Disabilities | | | |
| - primary | 6 - 10 | 1 | 1 |
| - junior | 8 - 10 | 1 | 1 |
| 3. Extended Skills Development Program for Learning Disabilities | | | |
| - elementary | 6 - 10 | 1 | 1 |
| - secondary | 8 - 10 | 1 | 1 |
| 4. Aural Rehabilitation | | | |
| - elementary | 4 - 8 | 1 | partial program aide support. |
| - secondary | 6 - 8 | 1 | 0 |
| 5. Learning Assistance Centre | To be determined. | | |
| 6. Multiple Handicapped | | | |
| - elementary | 4 - 6 | 1 | 1.5 |
| - secondary | 4 - 6 | 1 | 1.0 |
| 7. Trainable Mentally Handicapped | | | |
| - elementary | 6 - 8 | 1 | 1 |
| - secondary | 8 - 10 | Utilize staffing form for secondary schools with 10:1 ratio for initial staff entitlement. | |

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3. STAFFING GUIDELINES

CHART III

SUGGESTED GUIDELINES
SPECIAL EDUCATION CLASS SIZE AND STAFFING
(For Self-contained Classes)

| PROGRAM | CLASS SIZE (RANGE) | STAFFING TEACHERS | STAFFING AIDES |
|---|---|---|---|
| 8. Program for Children with Autism and Related Disorders (CARD) | | | |
| - elementary | 4 - 6 | 1 | 2 |
| - secondary | 4 - 6 | 1 | 2 |
| 9. Developmental Education | | | |
| - elementary | 9 - 13 | 1 | 0 |
| - secondary | 11 - 15 | 1 | 0 |
| 10. Community Oriented Developmental Education Program (C.O.D.E.) | 11 - 15 | 1 | 1 |
| 11. Special Education Centres | | | |
| - elementary | 8 - 12 | 1 | 1 |

NOTE: Insofar as possible, the number of special education classes in any one school shall be limited in proportion to the number of regular classrooms.

A. School-based Support Services

1. Aural Rehabilitation

In those schools in which groups of hearing impaired students are integrated into the regular classroom setting, the following ratio for resource teacher support may apply:

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3. **STAFFING GUIDELINES** (continued)

A. **School-based Support Services** (continued)

| | | |
|---|---|---|
| Elementary | 8 - 12 students | 1.0 resource teacher |
| Secondary | 10 - 15 students | 1.0 resource teacher |

2. **Orthopedically Handicapped**

In those schools in which orthopedically handicapped students are integrated in the regular classroom setting, the degree of the handicapping condition and/or the extent of integration will determine the intensity of staffing (1:1 - 1:12).

B. **Child Guidance Clinic**

The program descriptions include suggested guidelines for the Clinic support services.

C. **Special Assignment of Instructional Aides**

In a few selected situations, instructional aides may be assigned on a special assignment, part-time or full-time basis, to provide support to an individual exceptional needs student or small groups of such students.

Situations which may warrant a special assignment aide are as follows:

1. a high percentage of one-to-one instruction is required;
2. one-to-one supervision or assistance (learning or physical) is required;
3. classroom has high percentage of students with exceptional needs;
4. classroom has a high enrolment.

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3. **STAFFING GUIDELINES** (continued)

C. **Special Assignment of Instructional Aides** (continued)

NOTE: Assignment of the special assignment aide not only provides direct assistance to the specific student(s) but generalized support to the students in the class assisting the teacher to provide the required individualized instruction to the identified student(s).

The deployment of special assignment aides occurs on the following terms:

1. Assessment of the request for a special assignment aide by the Deputy Assistant Superintendent and the Service Director of Special Education.

2. Limited term assignment - i.e. a systematic review is done of the continuing needs for the aide. The aide is withdrawn when the stress situation has been alleviated either by a change in the student's needs or the class needs. When the identified student transfers to another school, the aide transfers with the student if required, or the position is terminated.

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## THE WINNIPEG SCHOOL DIVISION NO. 1
## SPECIAL EDUCATION REFERRAL

Date_____ Known to C.G.C._____ File No._____

Name_____ B.D._____

Address_____ Phone_____

Name of Parents_____

School_____ Gr/Program____ Teacher's Name_____

PROGRAM REQUIRED: Please describe the learning environment which best meets this student's needs in terms of curriculum, instructional setting and support services.

Do you have a program in mind which you would like to recommend?

### PART I - SCHOOL HISTORY

Medical History:

Vision_____ Date of Test_____ Result_____

Hearing_____ Date of Test_____ Result_____

Specific Health/Physical Proglems_____

_____

Is this child presently on medication?____ If so, specify_____

| School(s) Attended | Grade | Days Attended |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

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## PART II - ASSESSMENT INFORMATION

Standardized Test Data - reading, maths, language, etc. (Please note date of tests.)

_____

_____

_____

_____

Psychology_____ Speech and Language_____ Audiology_____

Reading_____ Social Work_____ Psychiatry_____

Other_____ _____ _____

C.G.C. Clinician's comments (diagnosis, concerns and rationale for referral, etc.)

_____

_____

_____

_____

_____

_____ _____

C.G.C. CASE MANAGER'S SIGNATURE UNIT

## PART III - CURRENT PERFORMANCE AND OVERALL FUNCTIONING - TEACHER REPORT

Please describe the child's current performance giving your evaluation of the student's strengths and difficulties and any recent informal and formal assessment data:

(1) LANGUAGE: _____

_____

_____

_____

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(2) LISTENING SKILLS: _____

(3) READING: _____

(4) WRITTEN EXPRESSION: _____

(5) MATHEMATICS: _____

(6) MOTOR SKILLS: (Gross & Fine) _____

(7) SOCIAL SKILLS: (with adults & peers) _____

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(8) BEHAVIOUR: _____

(9) WORK HABITS: _____

A Resource Teacher report is attached._____

PART IV - SUMMARY

1. What has been done to modify the program and with what success?

2. Other pertinent information:

3. What is the parents' response to the proposed Special Education placement?

_____
Principal's Signature

SPECIAL EDition

# Season's Greetings

## Education through enabling environments

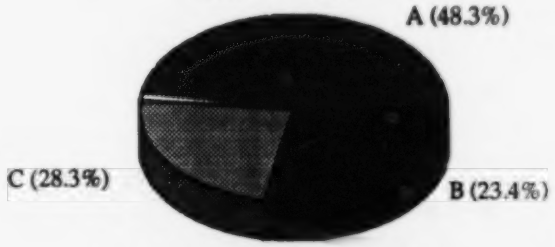
***The Special Education Department is committed to meeting the individual educational needs of students through the provision of enabling learning environments.***

### The Changing Face of Special Education

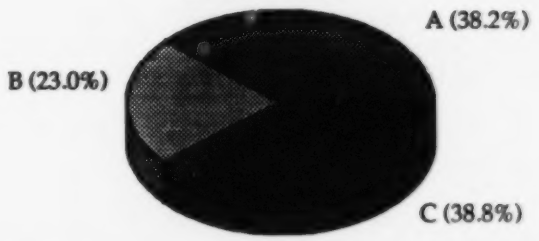
Anyone with a sense of history and ten years experience in education must be impressed with the rate and extent of change in Special Education. At the start of the 1980s the dominant service model for students with special education needs involved education in separate classrooms, schools, and communities. At the beginning of the 1990s we see a continuum of services with an emphasis on integration.

The model in the Winnipeg School Division/No. One reflects this changing emphasis. It includes availability of special education resources in home schools (A level programs) and catchment areas (B level programs) while Division-wide programs (C level programs) account for a much smaller proportion of students. ■

*Special Education Students*
*Totals - 1990*




*Special Education Students*
*Totals - 1989*




*Published by The Winnipeg School Division No. 1*

The Special Education Department has responded to the changes in Special Education services by clarifying our own direction and values. We have a mission statement (above) and principles which set our vision for the 1990s.

**In keeping with our role and mission statement in Special education we shall be governed by the following beliefs**

1. Schools play a critical role in developing inclusive communities in which all individuals belong, regardless of their differences.

2. All students should have access to resources which enable them to benefit from an education within their community.

3. In recognition that learning is a lifelong process for all, curriculum provides for the development of skills and knowledge to enable each student to live a meaningful, self-fulfilling life, with as much independence as possible.

4. The individual student is the first priority and curriculum is adaptable to meet individual differences so that each student has the opportunity to experience success in learning.

5. The special education service delivery model considers the child's needs within a context of the various systems which have an impact upon the child: family, school, and community.

6. Special education, as one component of a continuum of educational services, works collaboratively to provide the most enabling learning environment for students with the most complex educational needs.

7. Enabling learning environments include:

- well-qualified teachers;
- trained auxiliary personnel;
- opportunities for ongoing professional development;
- appropriate materials and equipment;
- pedagogical programs which reflect educational excellence.

8. Service shall be delivered in a manner which recognizes the strengths of individuals and treats all people with dignity and respect.

9. Cooperation, collaboration, and open communication are crucial in an effective service delivery model.

## Yes I Can! Awards

The Manitoba Council for Exceptional Children has established the Yes I Can! awards to acknowledge the achievements of children and youth who have disabilities. Categories include: academics, athletics, employment, independent living skills, arts, community service and extra-curricular activities. If you would like more information, phone John at the Special Education Department.

## Low Incidence Applications Successful

The recent flurry of activity around low incidence funding was well worth the effort. Our applications were positively received. Thanks for the hard work of everyone involved.

## Planning Committees

### *Mini Area Management Committees*

Each catchment or mini area coordinates its special education planning through a management committee. Membership includes administrators, the CGC Area Service Director, the special education consultant for the area, and sometimes special education teachers. Committee responsibilities include identification of necessary supports and coordination of professional development at the mini area level. Management committees for all areas are currently updating program needs for 1991-92 and reviewing professional development needs.

### *Division Steering Committee*

Each management committee has a representative on the Division Steering Committee. The concerns and plans of each area are shared for several purposes. This allows coordination of planning, sharing of resources (for instance in professional development), and shared communication from catchment areas to the Division administration and vice versa. It also allows recognition of patterns and service needs that are affecting more than one catcment area.

### *Division Planning Committee*

The make up of this committee is more broadly based. The Committee includes Enid Gillespie (trustee), Sandy McCaig (deputy program superintendent), Myrna Mitchell (principal), John VanWalleghem (Service Director, Special Education Department), Terry Happychuk (special education consultant), Cora Shacter (C.G.C.), Dee Smith (teacher), Kristine Perlmutter (parent), Pam and George Bock (parents), David Kipling (parent), Joan Anderton (Public Health rep), Marion Bremner (Society for Manitobans with Disabilities). The Planning Committee convened its first meeting in November. It will develop and reflect an overall perspective on the quality and appropriateness of special education services in our Division.

## Classified

Both Norwood and River East School Divisions are offering courses in sign language beginning in January. Anyone interested can contact their offices of continuing education.

Respite workers are required to work part time with children and adults who have special needs. Traditionally, this has been a source of added income for many teacher aides in our Division. Please draw to the attention of anyone who might be interested. The contact person is Josie Hammerton of the Department of Family Services, phone 945-1332.

## Noteworthy

### Stebbing Honored

**Bernice Stebbing,** a resource teacher with the Learning Assistance Centre central staff, has been honored by the Manitoba Association for Cooperative Career and Work Education (MACCWE). She was presented with the Professional Contribution Award which is presented to "outstanding educators who have made significant contributions in the field of career, work, and cooperative education." Congratulations to Bernice, a deserving recipient. Look for Bernice's article on career education in this month's issue of *The Manitoba Teacher*.

### McCall Article Published

**Linda McCall,** a special education resource teacher at Machray School, also has an article published in December's *The Manitoba Teacher*. She describes an approach to language development she developed, the Child-Authorship Method.

### Biggins Moving to Lethbridge

**Marian Biggins,** itinerant teacher of students with hearing impairments, is moving to Lethbridge, Alberta in December. During her several years with the Division, Marian has worked in various schools with individual students and teachers. We will all miss her contribution, professional and personal.

### Blackburn to Fill in for Galipeau

**Jo Galipeau,** team facilitator for the Learning Assistance Centre support team, will be on medical leave in the new year. We wish Jo a speedy recovery and welcome Patricia Blackburn to our staff as Jo'substitute. Patricia is on leave from Fort McMurray, Alberta where she was a principal and teacher over the past decade.

## Study Groups

The Special Education Department staff is planning a series of study groups (short PD events) for the remainder of the year. The list is followed by a registration form. We are asking for preregistration, at least two weeks before the scheduled session. If the preregistration for an event is less than five people, we will cancel the event for this year. If an event is requested by more people than we can accomodate, we will operate on a first come, first served basis. So help us and yourself by sending in your registration early by courier to our office.

## Special Education Department Study Groups

(All Sessions Begin at 3:00 p.m. and End No Later Than 4:30.)

| Topic | Date | Site(*) | Coordinator(s) |
|---|---|---|---|
| Evaluating Students' Social Skill Deficits | Jan. 10 | PC ERC | Jo Galipeau |
| Community Based Instruction: Deciding What to Teach | Jan. 15 | Greenway | J VanWalleghem |
| Conducting Conferences | Jan. 17 | Greenway | Terry Happychuk & F Livingstone |
| Fostering Pro-Social Skill Building (3 continuing sessions) | Jan. 30<br>Feb. 13<br>Feb. 27 | Rockwood<br>Rockwood<br>Rockwood | Wayne Podmoroff |
| Referral for Special Education (a session for Resource teachers) | Feb. 19 | Greenway | J VanWalleghem |
| Developing Modified Programs for Special Students in Regular Classes | Feb. 20 | PC ERC | Drucie Hogle & Boyd Noble |
| The Winnipeg School Division Developmental Education Curriculum | Mar. 6 | PC ERC | Boyd Noble |

** PC ERC is the Prince Charles Educational Resource Centre*
*Greenway is Greenway School*
*Rockwood is Rockwood School*

# REGISTRATION FORM
# SPECIAL EDUCATION STUDY GROUPS

Name: _____ School _____

Phone: _____

Topic: _____

Date: _____ Coordinator: _____

***Send by courier to the Special Education Department. Please ensure that your registration arrives at least two weeks prior to the scheduled topic. Feel free to make as many copies of this form as you need.***

## Section IV - Comprehensive Service Delivery System

*Enabling Learning Environments*

1. **Continuum of Special Education Supports**
2. **Special Education Programs**
3. **Procedures**
4. **Personnel**
5. **Child Guidance Clinic**

# Enabling Learning Environments

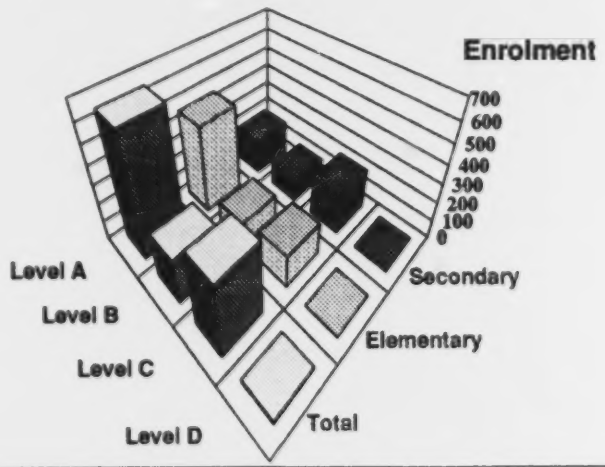
Special education supports consist of a continuum designed to meet the differential needs of students who require intensive additional assistance. The model is non-categorical and provides for a range of student placements ranging from accommodation in regular programs to very specialized settings according to the unique learning needs of each individual child. The model consists of the provision of supports at several levels. The model was outlined in the September 1990 SPECIAL EDition newsletter distributed to all schools (Appendix IV-A). The level of programming and the services provided are determined by a process that takes several factors into consideration.

Special education supports include: special materials, equipment, and/or physical facilities; special and/or modified programs; trained specialists in education and therapy; and support personnel.

A total of 1,278 students, 759 elementary and 519 secondary, or approximately 3.65% of the student population are presently receiving special education supports through a variety of programs.

| Level | A | B | C | D | Totals |
|---|---|---|---|---|---|
| Elem. | 462 (61%) | 124 (16%) | 169 (22%) | 4 (1%) | 759 |
| Sec. | 186 (36%) | 111 (21%) | 213 (41%) | 9 (2%) | 519 |
| Total: | 648 (51%) | 235 (18%) | 382 (30%) | 13(1%) | 1278 |

**Special Education Supports**



## 1. Continuum of Special Education Supports

### *A. Special Education Supports at Home School*

"The majority of students with special needs can be accommodated in a regular classroom setting with the provision of special supports." (Manitoba Education and Training - 1989)

Level A programming meets the needs of students with special needs who are integrated in programs within their home school and who have less intensive needs but may require minor program modifications, supplementary instructional services, special materials, equipment and/or physical facilities, and/or access to trained specialists in education and therapy.

### *B. Special Education Centre Within the Catchment Area*

"When individual program planning indicates that education in a regular classroom even with the provision of special supports and services cannot meet the child's needs, alternatives to programming in the regular classroom shall be considered for a portion of the day." (Manitoba Education and Training - 1989)

Level B services allocate more intensive special education supports. A Special Education Centre is established in catchment areas to meet the needs of students for whom the intensity of service required cannot be provided in an integrated setting. Referral to a low ratio support setting is based on the severity of disability and the intensity of programming required. Programming provides for integration where possible and appropriate.

### *C. Divisional Programs*

Level C programming is designed to meet the needs of students requiring the most intensive special education supports and/or resources including: modified physical facilities, specialized program adaptations, intensive clinical and/or therapeutic services. All students in C level programs have handicaps that occur infrequently, necessitating Division level programming.

### *D. Community Programs*

Referral to community programs occurs when a student is unable to function in a regular school setting with supports. Community programs include special residential facilities (Marymound, Knowles, St. Amant, M.A.T.C., etc.) or day programs beyond the Division schools (homebound or hospital instruction, Marymound Day Treatment, etc.)

## 2. Special Education Programs (Appendix IV-B)

### *2.1* Placements

Essentially, there are only two placement types within the Division for students with special education needs: integrated special education programs and low enrollment classrooms. Some of the low enrolment classrooms are designed specifically for students with a particular disability or programming need. However, many of the low enrolment classrooms and all of the integrated programs are non-categorical in nature and serve students with a variety of disabilities and programming needs. This includes moderate and severe hearing impairment, visual impairment, language impairment, orthopedic or multiple handicap, mild to severe mental retardation, severe learning disability, emotional disturbance, behaviour disorder, and delinquent behaviour. In every case, the emphasis is on individualization of program based on development of an individual education plan (IEP). All programs and identified students are supported by special education teachers. Most are also supported by teaching assistants, Child Guidance Clinic and/or School Therapy Services supports, or additional supports from the Special Education Department. The two non-categorical program types are:

#### *1) Integrated Special Education Programs*

These are A-level programs designed to meet the special educational needs of students in their neighbourhood school. The students may have a variety of disabilities or deficits. All are placed in age appropriate classrooms. The role of the assigned special education teacher is coordination, implementation and evaluation of the individualized educational plan for each identified student, in conjunction with the regular classroom teachers and school team; academic assessment and prescriptive planning; direct assistance through instruction in the classroom and/or team teaching with the classroom teacher; and provision of appropriate materials/equipment.

#### *2) Special Education Centres*

Special Education Centres are designed to meet the special educational needs of children in low enrolment classrooms within their catchment area. The emphasis is on the provision of specialized teaching and support services within a structured learning environment (full-time or part-time); prescriptive teaching; and integration opportunities in regular education with specialized back-up support as possible.

## 2.2 Specific Programs

Students with various disabilities have access to the continuum of placement options. To illustrate those options, each disability type is addressed.

### 2.2.1 *Programs for Students with Mental Disabilities*

Students with mild to severe mental retardation are accommodated in integrated special education programs and special education centres when appropriate. In addition, there are some specific placement options for some.

***Developmental Education*** classes are available for secondary students with mild to moderate mental disabilities who are not coping in regular education or non-categorical classes. The program provides the opportunity for individual progress in basic academic skills and career education including work experience and preparation for initial employment. Those students showing a readiness to benefit from regular class experiences are integrated into the mainstream, whenever possible.

The ***Community Oriented Developmental Education Program*** is designed for students aged thirteen to twenty-one years who have been identified as functioning at the lower end of the mildly mentally handicapped range reflected in a combination of the following: very limited proficiency in the mastery of academic skills and the ability to function independently; motivational and behavioural problems; and the need for a structured educational and vocational training setting with a high percentage of one-to-one supervision. The goal is to provide a program which will enable these students to develop the skills and competencies which will increase their effectiveness as independent adults.

***Life Skills*** classrooms are available to elementary and secondary students who have moderate to severe mental disabilities and require a functional, community oriented curriculum. Two C-level elementary classrooms are available. B-level secondary programs are available in every catchment area. All focus on developing skills in domestic, recreation, vocational, and community domains. Communication and social skill development pervade the programming across domains while traditional academic skills are addressed from a functional or utilitarian perspective, if at all.

The ***Total Communication Program*** emphasizes developing a means of communication for moderately to severely mentally handicapped children who cannot effectively express themselves orally. Students may, or may not, also have a significant hearing impairment. This program is resourced with an intensive staff-to-pupil ratio and a speech clinician works intensively with this program to provide assessment, intervention, and program consultation. Teach-

ers and support staff are fluent in the use of sign language and all communications are presented orally as well as by sign language. Students are integrated into the mainstream for a portion of their instructional day. Until this year, the Total Communication program was only available as an elementary, C-level program. A secondary, C-level program will open in the fall of 1991.

The ***Adaptive Skills Program*** is a C-level model for secondary students with multiple handicaps, including mild to severe mental disabilities, orthopedic disabilities or sensory impairments. Both low enrolment classrooms and integrated placements are available. The programs are highly staffed and served by intensive clinical and therapeutic supports. The program focus is on maintenance of physical abilities and development of academic or life skills as individually appropriate.

### 2.2.2 *Programs for Children with Learning Disabilities*

Students with severe learning disabilities are generally accommodated in integrated special education programs and special education centres. These supports serve seriously underachieving students generally of at least average intellectual potential who have learning disabilities related to problems in: the perceptual motor areas; the receptive/expressive language areas; and/or exhibit difficulty assimilating, organizing, generalizing new information; difficulty focusing attention; weaknesses in conceptual background; a negative self-image as a learner.

The model emphasizes that the students attend classes with their peers in areas of strength and are guaranteed the specialized intensive, individualized instruction and structured, controlled learning environment in identified areas requiring specific instruction. The goal is to help the students gain a sense of achievement and self-confidence, acquire the necessary academic skills to the best of their potential, and transfer newly acquired skills to the regular classes as well as function more confidently in the home and the community.

In addition to the non-categorical programs there are designated programs for students with language disorders who require more intensive programming.

The ***Program for Children with Language Disorders and Related Learning Disabilities*** is designed to provide a continuum of programming for students with average intellectual potential who have a learning disorder characterized by an impairment or severe delay in using language - either in processing other people's messages and/or in producing their own. The goal of the program is to provide a language-based academic program and language stimulation with the appropriate support services to develop conceptual background, linguistic proficiency, and academic competency to the best of each

child's potential.

The ***Early Childhood Language Centre Program*** is designed to provide an intensive educational and therapeutic program for five and six year old children who are severely language delayed or disordered, or developmentally delayed with language needs. The program consists of two small groups of kindergarten aged children (a total of fifteen to twenty children) who are in the Language Centre for half the day and attend the regular kindergarten in their home schools the other half day. The emphasis in the program is on an integrated approach to development and language learning. The teachers, clinicians, and paraprofessionals in the Centre work collaboratively in the development and delivery of the children's individualized educational and therapeutic programming in the context of activity-based learning experiences. The program incorporates both structured activities and facilitative language experiences, based on teachers' and clinicians' observations and assessments, according to the unique needs of the child. A parent program (education and counselling) as well as support, consultation, and inservices to the teachers in the regular kindergartens are important components of the program.

### 2.2.3 *Programs for Deaf and Hard of Hearing Students*

Itinerant teachers of the deaf and hard of hearing support students in regular classes who have a permanent, bilateral loss of at least a moderate degree. The goal of the service is to provide specialized educational supports in the curriculum areas to optimize their education in the regular program. Services are divided into three main areas:

- direct service to student;
- consultation to classroom teacher and other school staff;
- collaboration with Child Guidance Clinic clinicians and audiologists.

In addition, the itinerant teachers collaborate with parents and other professionals and agencies to coordinate the student's educational experience.

The ***Aural Rehabilitation Program*** is a C-level program designed for hard of hearing students who require more intensive support services than can be provided in their home schools. The program provides help through a multisensory approach in language and all academic areas, enabling children to achieve maximum potential. Students in this program are totally integrated.

The ***Total Communication Program*** is a D-level, off-campus program of the Manitoba School for the Deaf which provides a total communication program in a regular school setting. It is designed for elementary school children with

profound hearing losses who require the additional input of signing as well as work in oral, auditory, speech reading, and language areas.

### 2.2.4 *Programs for Children with Autism and Related Disorders*

When it is appropriate, children with autism are mainstreamed with special education teacher support and teaching assistants. For some children, a low enrolment special education classroom is a more appropriate school placement. In either case, students are intensively resourced according to the degree of special needs they may have.

### 2.2.5 *Programs for Students with Physical and Severe Multiple Disabilities*

Students with physical disabilities frequently attend their home schools if they have the support services and physical facilities to effectively address their needs. If this is not available, students attend schools at the elementary or secondary level that are appropriately designed, specially equipped, and staffed to meet the range of needs that students with physical disabilities may have. The teaching staff, clinicians, physiotherapists, occupational therapists, and teaching assistants work as a team to provide a program that addresses educational needs, as well as communication skills and motor development. Therapies take place in the school environment. The majority of students attend classes with peers in regular classroom settings all, or some part, of their instructional day.

### 2.2.6 *Program for Students with Low Vision*

Students with severe visual disabilities receive the support of a low vision itinerant teacher in their neighbourhood school. The low vision teacher assesses functional use of vision, interprets implications of the visual impairment to school staff, determines the need for special materials and equipment, and monitors the students' special needs and progress. Tactile learners (Braille users) are referred for support provided by Manitoba Education and Training, but are still served in their neighbourhood school.

### 2.2.7 *Programs for Students with Behaviour Disorders*

Special education supports are provided to students with severe behavioural disorders or emotional disturbance (BED). In 1990, the Division began offering supports to these students in the mainstream (Appendix IV-C). The response to having these supports at a home school level has been overwhelmingly positive and has prevented the need to create more self-contained classes.
There are B- and C- level supports for students with severe BED. These include

14 Learning Assistance Centre classes and the Early Childhood Behaviour Treatment Program. Besides offering structured, intensively staffed, low enrolment settings, these programs are supported by high levels of clinical and support teacher services (Appendix IV-D).

### 2.2.8 *Community Transition Program*

Community transition is the passage from school life to community life. It represents the change from a school-based curriculum to a work orientated program. The program serves developmentally disabled students in the Division's secondary schools. These students range in age from thirteen to twenty-one, and from profoundly to mildly mentally handicapped.

The curriculum of the program stresses life skills, provides work education, and career development. The work education component served 165 students in 1990-91 and includes:

1) work skills/assessment,
2) group work experience,
3) individual work experience.

The career development involves a focus on adulthood and transition to supported, competitive employment.

### 2.2.9 *Swim Program*

Adaptive swimming lessons are available for students with physical disabilities who require a warm pool and intensive instruction supports. Sixty-nine students (57 elementary, 12 secondary) participated in lessons and therapy at the Princess Elizabeth Hospital.

### 2.2.10 *Adaptive Physical Education*

Many students with more significant disabilities require an individually designed physical education program. On one hand, they may have physical disabilities which dictate alternative activities or adaptation to typical activities. On the other hand, they may require a functional, community oriented curriculum which includes instruction in lifetime leisure activities.

The Division supports the physical education teachers, who must deliver adaptive physical education. Experienced teachers are available part-time to consult and support teachers and organize activities for participation by several schools.

### 3. The Procedures (Appendix IV-E)

The referral procedures to Special Education emphasize a collaborative process by the school personnel, the parents, and the Child Guidance Clinic team in the school which is as follows:

#### Identification

Following a period of prereferral intervention, the need for special education programming is identified by the teacher, resource teacher, principal, clinician, parent, and community agency personnel. To qualify for special education support, a student in The Winnipeg School Division No. 1 must meet specific criteria. These criteria include:

- a demonstrated need for a modified/individualized curriculum;
- a need for specific additional resources including and beyond those already available to all children in schools;
- a need for a specialized learning environment.

#### Assessment

When a student has been identified to require a special program, the contact is to the Child Guidance Clinic team in the school by the principal in consultation with the teacher, classroom resource teacher reports and parent information will provide as accurate a picture as possible of the students' abilities, achievements, learning needs, and resource requirements.

NOTE: Special education programs are based, insofar as feasible, on the judgements of the teachers, parents, and others familiar with the student's abilities, achievements and learning needs; previous school records; and informal and formal assessment results. Assessment of the student's physical, social, emotional, and academic functioning and potential is required.

Parents or community agency personnel identifying a child who may require special programming are requested to discuss the concern with the teacher or the principal who will initiate the contact to the Child Guidance Clinic team.

For children known to community agencies and who are not enrolled in school, the contact is to the Service Director of Special Education.

### Parent Approval

Parent approval must be obtained by the teacher, principal, or clinician before making a referral to Special Education.

### Referral to Special Education

The referral to Special Education reflects a joint action process by school and CGC in conjunction with parents' wishes. The completed referral form is submitted to the Special Education secretary. The referral form makes provision for the teacher report and must be accompanied by the resource teacher report and the Child Guidance Clinic discipline reports according to the disciplines involved in the assessment.

### Placement Procedures

Special education program decisions are made by a committee in collaboration with the parents' wishes. The Committee, coordinated by the special education consultant, includes a Child Guidance Clinic adviser to Special Education; the referring principal, teacher, resource teacher, clinicians, and any other personnel active in the case; and the principal and teacher of the recommended school, if known.

### Referral Screening

The referral is screened by the special education consultant and Area Service Director adviser regarding the availability of important data, and to determine eligibility.

### Intake/Entry Conferences

An intake conference is scheduled the first week after receipt of the referral:

- For those students qualifying for supports at their home school (Level A), an intake/entry conference (support planning meeting) will be coordinated by the school with the consultant and relevant personnel, and parents, where appropriate.

- The names of those students qualifying for catchment area supports (Level B) will be forwarded to the Catchment Area Committee for an intake conference to:

- determine the most appropriate placement within the mini area;
- priorize available resources.

- The names of students qualifying for Divisional and community supports (Levels C and D) will be forwarded to the Service Director of Special Education who will facilitate program entry through the appropriate consultant.

The intake conference objectives are as follows:

1) explore the appropriateness of the requested program;
2) establish the urgency/priority for placement;
3) provide feedback when placement will, or is, projected to occur.
4) plan for entry in the recommended program if feasible.

To ensure appropriateness of programming the following factors are considered in making the program decisions:

1) the educational needs in three areas: curriculum, instructional setting, support services in terms of abilities and learning needs;
2) the placement consistent with the student's chronological age;
3) the best match of the student's abilities and developmental learning needs, and the program and its resources;
4) placement as close to the mainstream as possible;
5) placement as close to the home as possible;
6) access to an appropriate peer group.

When plans for entry in the recommended special education program have been made, an entry conference is scheduled by the special education consultant and the receiving principal.

Notices regarding the date and time of the entry conference are sent to the referring principal and case manager clinician, who are requested to invite anyone they think should be present. It is essential that the receiving teacher is present.

The entry conference objectives are as follows:

1) to provide the receiving school and the support personnel with an overview of the student's needs/strengths and areas requiring special education;
2) to determine the program objectives with the teacher;
3) to plan for entry such as starting date, transportation, non-resident arrangements, etc.;

4) to plan for support services follow-up by identifying the required supports, i.e., curriculum, resources, and environment; and determining the timing and location for implementation of the support plan;
5) to recommend an interim plan for students whose needs cannot immediately be accommodated;
6) to ensure an information exchange is in place.

The support plan and its implementation will be monitored and evaluated on a regular basis (minimum two times annually) by the school and special education support staff, and with periodic consultation with the designated special education consultant. Factors to be considered would include:

- student's progress in relation to established goals;
- the capacity of the environment to meet the needs of the student;
- continued need for level of support.

When indicated by the above factors, a recommendation of a need or readiness for a change of programming will be documented by school and special education support staff and presented to the Catchment Area Committee. A recommendation for a significant change in type or level of supports would indicate a need for a review and would include the appropriate special education consultant(s).

Documentation would include:

- supporting data regarding process or failure to make gains;
- identification of new needs;
- recommended program changes;
- recommended building modifications.

Based on the outcome of the discussion and the availability of resources, a formal decision for a change in special education programming would be made by the Committee.

## 4. Personnel

### 4.1 Special Education Support Team

The Special Education Support Team (Appendix IV-F) is responsible for the special education referral intake, and placement arrangements as well as monitoring the benefit of a program to the individual child and overall program development. The team also provides assistance to the teachers and principals with special education programs in the

following areas:

1) direct support to the teacher;
2) professional development opportunities;
3) curriculum/program development.

### 4.2 The Service Director of Education

The Service Director of Special Education, under the supervision of the Deputy Program Superintendent (Special Education), is responsible for the organization and coordination of special education programs.

Principals and teachers have the prime responsibility for the programs in their respective schools. The role of the Service Director is to ensure that the needs of children requiring special education programs are met either in the existing special education programs or by the development of new ones.

The responsibilities of the Service Director include:

**Coordination of Programming**

For Division-wide special education programs, the Service Director of Special Education performs a coordinating function. The coordinating duties include:

1) intake and processing of requests for placement, determination, and monitoring of placement and supports;
2) assistance in the selection of staff for special education programs;
3) arrangements for transportation for children entering special education programs;
4) distribution of non-resident applications for special education programs and confirmation of applications with school divisions outside of The Winnipeg School Division No. 1;
5) support to teachers, principals, and support staff in programming;
6) identification of special education program needs within the Division and recommendations for changes in programming;
7) representing Special Education on Division committees as assigned or requested;
8) liaison with special education coordinators outside of The Winnipeg School Division No. 1, community agencies, and parent associations in areas relevant to special education;
9) participation in conferences, inservices, etc. as a resource

person and for the purpose of obtaining information;

10) provision of professional development opportunities for special education central staff, principals, and teachers in the area of special education.

**Management/Administration**

1) recruitment, selection, and evaluation of special education central staff in conjunction with the superintendent;

2) supervision of the special education central staff including overseeing of intake, placement, and caseload management;

3) coordination of service by responding to superintendents, principals, parents, and agencies in the community regarding service delivery, program information, and program development;

4) maintain an up-to-date index of children, teachers, and support staff in special education programs for the superintendent;

5) other responsibilities as assigned by the superintendent.

### 4.3 The Special Education Consultants (2.0 positions)

Special education consultants are assigned to specific catchment areas and have a perspective on the needs of the area. They work closely with mini area special education management committees and school administrators. They have a major role in screening special education referrals, placement arrangements, monitoring the appropriateness of the placement on a continuous basis, transfer or return to regular education programs, support to the teacher and principal, professional development, and program development.

Each consultant carries a caseload of approximately 600 students and makes low incidence applications for approximately 200 students per year.

The specific duties of the special education consultant include:

1) assisting the Service Director of Special Education and administrators in the organization and administration of special education in the areas of intake, referrals and placement, transporta-

tion, non-residents, and identification of program needs;
2) assisting the teachers and school administration in the development and operation of appropriate programs for special education students;
3) assessment and identification of support needs for individual students;
4) determining eligibility for low incidence funding and ensuring low incidence applications are completed for eligible students;
5) assisting the Superintendent's Department and the Service Director of Special Education by providing information and meeting with Manitoba Education staff regarding funding for special education programs and supports;
6) liaison with the Child Guidance Clinic, community agencies, and special education coordinators outside of the Winnipeg School Division;
7) organizing, conducting, and coordinating inservice programs for the instructional staff involved in the area of special education;
8) liaison with parents' associations relative to the specific program responsibility.

### 4.4 Special Education Support Staff (8.5 positions)

#### 4.4.1 Specialist Teachers

Specialist teachers in the role of special education support staff will assist the teachers and other school personnel in the assessment of pupils' curricular needs and the development of individual and classroom curricula as well as in overall program development.

#### 4.4.2 Itinerant Services

Itinerant services may be provided to students with specific needs (community transition, low vision, hearing impaired, behavioural/emotional disturbance). These services are offered to the students and teachers whenever the need for assessment or specific training is identified by Division support staff, the parents, and the family physician; as well as the school staff.

### 4.5 Special Education Teachers

At the present time, there are 133.05 full-time equivalent positions (71.33 elementary, 61.72 secondary) filled by 152 individuals; 83 of whom are certified.

The major role of the special education teacher is to facilitate enabling learning environments for those students who require instruction and supports which are adaptive to their learning needs in order to maximize learning outcomes.

The special education teachers in low enrolment classrooms and integrated programs (SERT's) are responsible for the delivery of the overall program in accordance with the objectives as outlined for the program. He/she is responsible for the coordination of the individual education plan.

**Duties**

1) application of assessment techniques including curriculum-based assessment, criterion-referenced testing, classroom observation techniques, and interpretation of standardized tests;
2) the application of basic techniques for diagnostic and prescriptive programming;
3) the provision of direct service to students requiring individual instruction within and outside the classroom;
4) application of techniques to accommodate special needs learners in mainstreamed classes including materials modification, teacher presentation, team teaching principles, reinforcement, computer assisted instruction, cooperative learning strategies, and methods for implementing and helping others create change;
5) application of methods to transfer learned skills from supportive service programs to classrooms;
6) measure and monitor, and evaluate student progress through the development of an individual educational program which covers both academic and behavioural domains;
7) communication and collaboration with classroom teachers, school support services and Special Education personnel, and parents;
8) provision of support and supervision for teacher aides.

## 4.6 Role of the Special Education Resource Teacher (SERT)

The integration of regular education and special education has resulted in a changing role for integrating special education teachers.

The role has evolved to that of providing assistance to regular education teachers to develop an intervention plan for individual students.

In fulfilling this role, the SERT works in collaboration with parents and teachers to create unique educational plans for students with special needs. The role involves ongoing diagnosis of individual students' needs and design of individualized programs, the development of specific learning and teaching strategies and curriculum adaptation, as well as the provision of adaptive materials and resources. In addition to direct intervention with individuals and small groups of students, the special education teacher is responsible for the development of individualized programs and training and monitoring of program implementation by auxiliary personnel. The delivery of resources by auxiliary personnel is only effective with well-developed individualized programs, training, and ongoing evaluation of progress.

### 4.7 Teacher Assistants

Under the general supervision of the principal and/or direction of the special education teacher, the teacher assistant provides assistance of a support nature both in and out of the classroom in programs designed for students with identified academic, social, and/or behavioural needs. The special needs assistant provides direct assistance to those students who require one-to-one instruction or supervision.

Teacher assistant support enables integrated students to function as full participants in a regular classroom. Teacher assistants are assigned to specifically identified programs and/or on a special assignment basis relative to identified individual or small group needs.

At the present time, there are 179.21 full-time equivalent positions at elementary and 102.71 full-time equivalent positions at secondary to provide support for designated students and/or programs.

## 5. Child Guidance Clinic

The Child Guidance Clinic is a school-based support agency that provides clinical services to school children (K-12) and their families in the Winnipeg School Division. Its goals are based on a philosophy which advocates that each child has the right to an education which will allow him/her to develop to his/her maximum potential.

Clinic services are organized on a team basis which usually includes a social worker, psychologist, psychiatrist, reading clinician, speech/language clinician, and audiologist. Each unit differs in size and make-up according to the need of the geographic areas.

The staff provides direct service to children and their families, consultations with school personnel, program planning with school and community people, and the provision of inservices to both school staff and community groups. Child Guidance Clinic clinicians are expected to develop an understanding of the geographic area they work in; its needs, and a knowledge of the resources available.

In addition, several Area Service Directors from the Child Guidance Clinic act as advisers to program consultants to assist the special education staff in specific program areas in the following ways:

1) provide a second opinion as well as a specialist clinician perspective in reviewing the referral data on individual children as they pertain to the child's program needs (instructional and support) and the subsequent placement recommendation;

2) provide background research information and recommendations relative to program development concerns, e.g. definitions of terms, characteristics of identified populations, identification criteria, instructional and treatment strategies, support services requirements, etc.;

3) provide information regarding professional development opportunities.

Services are provided on request and with the consent of the parent or guardian. Usually operating in a school setting the service is available to any student attending public, private, or parochial schools.

A total of 61.68 clinician positions serve the Winnipeg School Division. Services include: social work, speech pathology/audiology, reading, and psychology.

**Attendance Officers**

Three attendance officers are employed to assist in personal and family contact with non-attenders. Due to the large number of referrals they have been required to establish the younger student (aged 6 to 13) as a priority.

**Community Workers**

The role of the community worker is to:

- provide knowledge to professionals regarding various cultural differences and needs of immigrants;

- assist in bilingual assessments and the development of diagnostic tools;
- provide reliable interpreter services;
- work closely with existing ethnic organizations and resources and act as agency liaison;
- act as therapeutic agent within families, and with individuals servicing as a mediator for adaption and role model regarding social skills and problem-solving;
- assist parents in understanding the school system.

# Appendix

SPECIAL ED ition

# Special Education Service Director Appointed

Dr. John VanWalleghem was appointed to the position of Service Director, Special Education effective August 22,1990.

John brings to his position a strong vision of special education, excellent qualifications, and an outstanding career as a teacher aide, teacher, and consultant. John, who holds a Ph.D. in Special Education, is recognized by his colleagues as an excellent resource in program development and has presented at several national and international workshops. In his recent role as a consultant in the Special Education Department, he supported a smooth transition of the students from Prince Charles School to catchment area programs and was instrumental in establishing a Parent Advisory Committee.

John plans on visiting all Special Education programs in the Division and will be in touch with each school in the near future.

John assumes the position previously held by Dale Scott who was recently appointed to the position of Acting Principal at Sargent Park School. We wish Dale well and thank him for his contributions to the field of special education during his tenure. We hope to be able to carry on with the positive relationships that Dale established with school administrators.

## New Faces in Special Education Department

Welcome to Carol Boyce, from the Child Guidance Clinic, who has joined the LAC staff, replacing Herb Tozeland. Carol, a social worker, has excellent experience working with at-risk youth.

Herb Tozeland returns to a Social Work position with the CGC after several years with the LAC. Our appreciation for Herb's contributions, professional and personal, are matched by our wishes for his continued success.

Faith Livingstone is starting a half-time position as a special education resource support assistant and she will work primarily in the Central Mini Area. Faith comes to us from Wolseley School where she continues to work half-time as a Special Education Resource Teacher (SERT).

Trish Perry has left the special education resource support position to assume a new SERT position at Garden Grove School. We know that she will do a terrific job.

## Community Transition Program relocates

The CTP is the work education component of the Special Education Department. The Division has offered work education to special education students for years. Some of those services are offered by the secondary schools through their regular work education programs. However, many students received work education from special education sources. Those sources have been amalgamated under the CTP and the program has been expanded to service special education students aged 13 - 21 years, who can benefit from a curriculum which stresses life skills, work

education and career development.

The office will be located at Isaac Newton School. Lou Reeves is the team leader, ably assisted by teachers Fred deGroot and Fred Cooper and vocational trainers Rosie Giancola and Rick Charambura. While the individual and group work experience services occur in community work places, the Work Skills/Assessment component will operate out of Tec-Voc High School.

The program's goal for its students is a smooth transition from school to work, leading to successful integration into the community. It provides cooperative educational opportunities for employers in commerce, industry, and non-profit organizations. A community transition plan is being incorporated into programming for students aged 16 - 21 years.

# Special Education Coordinating Committees established

A Divisional Special Education Planning Committee will be in place in September 1990 to facilitate the effective planning of special education programs and services and assist in the development of the Annual Division Action Plan. The planning committee members will include three parents, a principal, a teacher, a special education consultant, the Service Director of Special Education, and representatives from the trustees, superintendents, Child Guidance Clinic, Public Health Department, and a social service agency.

During 1989-90, the Division made great strides towards implementation of a mini area model of student placement. A lot of credit goes to the committees formed to facilitate the approach. The Division Mini Area Steering Committee has been helpful and responsible in the process of needs identification. Mini Area Management Committees were formed in each area to coordinate and review programming. All participants deserve congratulations for a productive year.

# *Continuum of Services*

A. Special education supports at home school
B. Special Education Centre within mini area
C. Divisional programs
D. Community programs

As mentioned above, the Division is undergoing a major redesign of its special education service delivery model. To meet the individual needs of each student, non-categorical services and a continuum of student placements are a large part of the new model. While more specialized settings will still be available, many more students will be served in special education centres in or near their home school. The major challenge is ensuring that appropriate special supports (materials, equipment, facilities, programs, and personnel) are available to meet unique student needs.

Supporting special education students in integrated special education centres in their home schools is being referred to as "A level" programming. As a result of redeployment of existing staff and the addition of some new staff, A level programs are available in almost every school in the Division for 1990. Approximately 48% of the students requiring special education services will receive home school supports this year, compared with 38% in 1989-90.

"B level" programs are organized to serve a mini area. They will meet the needs of most students who require an intensity of service that cannot be provided in the home school. Thus, the students will attend a school that is fairly close to home, rather than potentially across the city. These programs, which are usually low-enrollment classrooms, are referred to as special education centres.

To enable the majority of students to attend school close to home, programs are being redesigned on a non-categorical basis. Rather than organizing separate classrooms according to disability labels (especially language/learning disabilities, mild intellectual disabilities, and mild behavioral/emotional disorders), programs at the A and B levels will serve students with various disabilities.

"C level" Divisional programs are designed to meet the needs of students who require the most intensive special education supports and/or resources including: modified physical facilities, specialized program adaptations and intensive clinical services. It is the intent to decentralize these services in programs throughout the city.

A new program has been established at Inkster School to meet the needs of severely multiply handicapped students in the north end of the city, and the program has been expanded at Norquay School to meet the needs of this ever increasing population.

There has been a significant reduction in C level programming as a result of the major thrust toward accommodating students within their home schools and as more buildings become accessible to people with handicaps.

Referral to "D level" community programs will occur when a student is unable to function within a school setting with supports. Community programs include referral to a special residential facility, homebound instruction, or hospital instruction.

A summary of special education programs for 1990/91 will be sent to each school. Please familiarize yourself with the new program designations so that references will be accurate. Special education classlists have been mailed to all schools. It is expected that the school will still advise the Special Education Department of any changes as soon as they are known.

## Consultants reassigned on Mini Area basis

Consultant tasks were reviewed to make more effective use of their time and consultants were reassigned. They are no longer assigned on a categorical basis. Instead, they are assigned to mini areas, which should improve communication and reduce duplication of service. See the attached list for details.

## Draft paper approved

The Mini Area Steering Committee completed an active year and, as a result, a process was established for identification, referral, and placement of special education students. Requirements were outlined regarding teachers, teacher aides and consultants. The I.E.P process has been revised by the Special Education Department to reflect integration, and reinforce the goal of programming for students within the least restrictive setting.

## Forms streamlined

In keeping with the thrust to reduce paperwork and duplication of services, the referral forms and the I.E.P. forms have been revised and copies have been sent to all schools. The referral form reflects the process that has been established for identification and referral whereby consideration is given only to those students who have not benefitted from prereferral intervention programming and/or have clearly identified support needs.

## Professional development

Non-violent crisis intervention: We now have six persons trained to provide this training. Irv Sera has been assigned as the deputy program superintendent responsible for professional development and will coordinate the training in this area. Priority will be given to teachers, teacher aides (II's and III's) working in LAC and/or with students with behavior disorders. Sessions will be mandatory for those who have not received training.

August workshops: As this ED*ition* goes to press, over 75 people are registered to attend the inservice on prereferral intervention. Another 400 or so are registered for six other workshops offered by the Special Education Department staff. Clearly, many teachers, not just special educators, are recognizing and assuming responsibility for serving the wide range of student needs in their classrooms.

Future PD: Stay tuned for information on after school "study groups" to be circulated to all schools by the end of September. Study groups cover special topics of interest to many staff who work with students with special educational needs. Approximately one per month will be offered by Special Education Department staff. If there is a topic that you would like to have addressed, please inform someone in the department.

The SAG conference organized by Manitoba Council for Exceptional Children features Dr. Jackie Thousand. Dr. Thousand has been an integral part of the development of home school service throughout Vermont and will be an interesting, informed presenter.

## Closing Notes

**Annual Division Action Plan:** The 1989 special education guidelines from Manitoba Education and Training require each school division to submit a report and plan for special education services. Copies of the ADAP submitted by our Division will be available to mini areas. It makes interesting reading for anyone who wants to see the larger picture.

Goals of the Special Education Department to be re-examined: Every organization must re-examine its direction periodically and the Department is no exception. With a new deputy program superintendent responsible for special education appointed in 1989, a new service director in 1990, increased emphasis on home school and non-categorical services, new and clearer directions from Manitoba Education and Training, there are many major forces affecting the Special Education Department. In response, the staff will redefine the Department's mission. As the raison d'etre of the Special Education Department is to support the special education services in the schools, input from any interested staff member will be welcomed. Drop us a line. Talk to a consultant or support teacher. Let us know what you want from us.

THE WINNIPEG SCHOOL DIVISION NO. 1 - 1991/92 MINI AREA SPECIAL EDUCATION PROGRAMS

| MINI AREA | SCHOOL | DIST. | PROGRAM | MODEL | CLASSES |
|---|---|---|---|---|---|
| DMCI | | | | | |
| | CECIL RHODES | C | Elementary Integrated Special Education Program | A | 1.00 |
| | CECIL RHODES | C | Elementary Special Education Centre (low enrolment) | B | 0.50 |
| | CECIL RHODES | C | Junior High Integrated Special Education Program | A | 2.00 |
| | CLIFTON | C | Language Disorders III | C | 1.00 |
| | DANIEL MCINTYRE | C | Community Oriented Developmental Education | C | 2.00 |
| | DANIEL MCINTYRE | C | Developmental Education | B | 3.00 |
| | GREENWAY | C | Integrated Special Education Program | A | 2.00 |
| | ISAAC BROCK | C | Elementary Special Education Centre | C | 1.00 |
| | ISAAC BROCK | C | Junior High Integrated Special Education Program | A | 1.00 |
| | ISAAC BROCK | C | Learning Assistance Centre (Primary) | C | 1.00 |
| | LAURA SECORD | C | Integrated Special Education Program | A | 0.50 |
| | LAURA SECORD | C | Special Education Centre (low enrolment) | C | 1.00 |
| | PRINCIPAL SPARLING | C | Special Education Centre (Intermediate) | C | 1.00 |
| | PRINCIPAL SPARLING | C | Special Education Centre (Primary) | C | 1.00 |
| | SARGENT PARK | C | Elementary Integrated Special Education Program | B | 0.75 |
| | SARGENT PARK | C | Junior High Integrated Special Education Program | A | 1.00 |
| | WESTON | C | Early Childhood Behaviour Treatment Program | C | 1.00 |
| | WESTON | C | Integrated Special Education Program | A | 1.00 |
| | WOLSELEY | C | Integrated Special Education Program | A | 0.50 |

APPENDIX IV-B

## THE WINNIPEG SCHOOL DIVISION NO. 1 - 1991/92 MINI AREA SPECIAL EDUCATION PROGRAMS

| MINI AREA | SCHOOL | DIST. | PROGRAM | MODEL | CLASSES |
|---|---|---|---|---|---|
| DOWNTOWN | | | | | |
| | DUFFERIN | IC | Early Childhood Language Centre | C | 2.00 |
| | DUFFERIN | IC | Special Education Centre | B | 1.00 |
| | FORT ROUGE | IC | Integrated Special Education Program | A | 0.33 |
| | GENERAL WOLFE | IC | Integrated Special Education Program | A | 1.00 |
| | GORDON BELL | IC | Adaptive Skills Program (multiply/physically handicapped) | C | 1.50 |
| | GORDON BELL | IC | Integrated Special Education Program | A | 1.00 |
| | GORDON BELL | IC | Learning Assistance Centre | B | 1.00 |
| | GORDON BELL | IC | Special Education Centre (low enrolment) | B | 1.00 |
| | GORDON BELL | IC | Life Skills | B | 2.00 |
| | HUGH JOHN MACDONALD | IC | Community Oriented Developmental Education | C | 1.00 |
| | HUGH JOHN MACDONALD | IC | Integrated Special Education Program | A | 0.50 |
| | HUGH JOHN MACDONALD | IC | Life Skills | B | 1.00 |
| | HUGH JOHN MACDONALD | IC | Special Education Centre (low enrolment) | B | 1.00 |
| | JOHN M. KING | IC | Integrated Special Education Program | A | 1.00 |
| | MULVEY | IC | Aural Rehabilitation Program | C | 1.00 |
| | MULVEY | IC | Integrated Special Education Program | A | 1.00 |
| | PINKHAM | IC | Integrated Special Education Program | A | 1.50 |
| | SISTER MACNAMARA | IC | Integrated Special Education Program | A | 1.00 |
| | VICTORIA-ALBERT | IC | Learning Assistance Centre (Intermediate) | B | 1.00 |
| | WELLINGTON | IC | Integrated Special Education Program | A | 1.00 |

THE WINNIPEG SCHOOL DIVISION NO. 1 - 1991/92 MINI AREA SPECIAL EDUCATION PROGRAMS

| MINI AREA | SCHOOL | DIST. | PROGRAM | MODEL | CLASSES |
|---|---|---|---|---|---|
| ELMWOOD | ELMWOOD | C | Integrated Special Education Program | A | 2.00 |
| | ELMWOOD | C | Life Skills | A | 0.50 |
| | GEORGE V | C | Integrated Special Education Program | A | 0.50 |
| | GLENELM | C | Integrated Special Education Program | A | 0.50 |
| | KENT ROAD | C | Integrated Special Education Program | A | 0.50 |
| | KENT ROAD | C | Learning Assistance Centre | B | 1.00 |
| | LORD SELKIRK | C | Integrated Special Education Program | A | 0.50 |
| | RIVER ELM | C | Integrated Special Education Program | A | 1.00 |
| SISLER | ANDREW MYNARSKI | N | Integrated Special Education Program | B | 1.00 |
| | ANDREW MYNARSKI | N | Life Skills | C | 1.00 |
| | ANDREW MYNARSKI | N | Special Education Centre (low enrolment) | C | 1.00 |
| | FLORENCE NIGHTINGALE | N | Integrated Special Education Program | A | 0.25 |
| | FLORENCE NIGHTINGALE | N | Learning Assistance Centre | B | 1.00 |
| | FLORENCE NIGHTINGALE | N | Special Education Centre (Intermediate) | B | 1.00 |
| | GARDEN GROVE | N | Integrated Special Education Program | A | 0.75 |
| | LORD NELSON | N | Integrated Special Education Program | A | 1.00 |
| | LORD NELSON | N | Learning Assistance Centre/Developmental Education | C | 1.00 |
| | MEADOWS WEST | N | Integrated Special Education Program | A | 0.50 |

THE WINNIPEG SCHOOL DIVISION NO. 1 - 1991/92 MINI AREA SPECIAL EDUCATION PROGRAMS

| MINI AREA | SCHOOL | DIST. | PROGRAM | MODEL | CLASSES |
|---|---|---|---|---|---|
| | ROBERTSON | N | Life Skills | C | 2.00 |
| | ROBERTSON | N | Life Skills/Total Communication | C | 1.00 |
| | SHAUGHNESSY PARK | N | Elementary Integrated Special Education Program | A | 2.00 |
| | SHAUGHNESSY PARK | N | Junior High Integrated Special Education Program | B | 0.68 |
| | SISLER | N | Life Skills | A | 1.00 |
| | STANLEY KNOWLES | N | Elementary Integrated Special Education Program | A | 1.00 |
| | TYNDALL PARK | N | Integrated Special Education Program | A | 1.00 |
| SOUTH | | | | | |
| | BROCK CORYDON | S | Integrated Special Education Program | A | 1.00 |
| | CARPATHIA | S | Integrated Special Education Program | A | 2.00 |
| | CHURCHILL | S | Integrated Special Education Program | A | 2.00 |
| | CHURCHILL | S | Learning Assistance Centre | B | 1.00 |
| | CHURCHILL | S | Life Skills (Community Access) | B | 1.00 |
| | CHURCHILL | S | Special Education Centre (low enrolment) | B | 1.00 |
| | EARL GREY | S | Elementary Integrated Special Education Program | A | 1.25 |
| | GLADSTONE | S | Integrated Special Education Program | A | 0.50 |
| | GLADSTONE | S | Language Disorders - I, II | C | 2.00 |
| | GRANT PARK | S | Adaptive Skills Program (multiply/physically handicapped) | C | 5.00 |
| | GRANT PARK | S | Integrated Special Education Program | A | 2.50 |
| | GRANT PARK | S | Life Skills | B | 0.50 |

THE WINNIPEG SCHOOL DIVISION NO. 1 - 1991/92 MINI AREA SPECIAL EDUCATION PROGRAMS

| MINI AREA | SCHOOL | DIST. | PROGRAM | MODEL | CLASSES |
|---|---|---|---|---|---|
| | GROSVENOR | S | Integrated Special Education Program | A | 0.40 |
| | HARROW | S | Integrated Special Education Program | A | 0.33 |
| | J.B. MITCHELL | S | Integrated Special Education Program | A | 0.75 |
| | KELVIN | S | Program for Autistic Students | C | 1.00 |
| | LORD ROBERTS | S | Integrated Special Education Program | A | 1.00 |
| | LORD ROBERTS | S | Physically/Multiply Handicapped | C | 5.00 |
| | MONTROSE | S | Integrated Special Education Program | A | 0.33 |
| | QUEENSTON | S | Integrated Special Education Program | A | 0.25 |
| | RIVER HEIGHTS | S | Integrated Special Education Program | A | 1.00 |
| | RIVERVIEW | S | Integrated Special Education Program | A | 0.50 |
| | ROBERT H. SMITH | S | Integrated Special Education Program | A | 0.25 |
| | ROCKWOOD | S | Integrated Special Education Program | A | 0.40 |
| | ROCKWOOD | S | Learning Assistance Centre | B | 1.00 |
| ST. JOHN'S | | | | | |
| | ABERDEEN | IC | Integrated Special Education Program | A | 3.00 |
| | CHAMPLAIN | N | Integrated Special Education Program | A | 0.50 |
| | DAVID LIVINGSTONE | IC | Integrated Special Education Program | A | 1.00 |
| | FARADAY | N | Integrated Special Education Program | A | 1.00 |
| | FARADAY | N | Learning Assistance Centre | C | 1.00 |
| | FARADAY | N | Special Education Centre | B | 2.00 |

## THE WINNIPEG SCHOOL DIVISION NO. 1 - 1991/92 MINI AREA SPECIAL EDUCATION PROGRAMS

| MINI AREA | SCHOOL | DIST. | PROGRAM | MODEL | CLASSES |
|---|---|---|---|---|---|
| | INKSTER | N | Physically/Multiply Handicapped | C | 1.00 |
| | ISAAC NEWTON | N | Integrated Special Education Program | B | 1.00 |
| | ISAAC NEWTON | N | Learning Assistance Centre | C | 2.00 |
| | KING EDWARD | IC | Integrated Special Education Program | A | 1.00 |
| | LUXTON | N | Learning Assistance Centre | C | 2.00 |
| | LUXTON | N | Special Education Centre | C | 1.00 |
| | MACHRAY | IC | Integrated Special Education Program | A | 1.00 |
| | NORQUAY | IC | Integrated Special Education Program | A | 1.00 |
| | NORQUAY | IC | Physically/Multiply Handicapped | C | 3.50 |
| | R.B.RUSSELL | IC | Integrated Special Education Program | C | 3.00 |
| | R.B.RUSSELL | IC | Special Education Centre | C | 1.00 |
| | ST. JOHN'S | N | Learning Assistance Centre | B | 1.00 |
| | ST. JOHN'S | N | Life Skills | B | 2.00 |
| | ST. JOHN'S | N | Life Skills/Total Communication | C | 1.00 |
| | ST. JOHN'S | N | Special Education Centre | A | 1.00 |
| | STRATHCONA | IC | Integrated Special Education Program | A | 1.00 |
| | STRATHCONA | IC | Special Education Centre (Primary) | C | 1.00 |
| | WILLIAM WHYTE | IC | Integrated Special Education Program | A | 1.50 |

91

92

22/07/91

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

# PROGRAMMING FOR STUDENTS WITH BEHAVIOUR DISORDERS

## GOAL

To develop a school-based model of service to meet the need for immediate, intense, and continual assistance for students with emotional/behavioural difficulties.

## OBJECTIVES

1) To develop a model of supports at the building level ("A") to provide for assistance within the structure of the school.

2) To handle the majority of the school's referrals for emotional/behavioural disorders through a program of counselling and tutoring within the structure of the students' home school.

3) To enable students to function within the least restrictive environment, thus reducing the demand for more restrictive environments ("B" level supports).

## RATIONALE

- The establishment of a program at the school level would forestall escalation of tensions and conflicts into more serious disturbances as well as easing teacher and parental frustration and concern.

- The provision of services at the home school level would provide a milieu for behaviour change which includes the social context in which the child's problems have developed.

- The intervention program would include the major figures in the child's environment: the parent, teacher, peers, tutor, and relevant community personnel.

- The program would provide for a means of extended observation and screening of what might be more serious pathology, and referral to more intensive Division supports and/or community agencies, when indicated.

## L.A.C. TRANSITION SUPPORT POSITION

Established February 12, 1990 to:

- Assist individual schools upon request to develop a building level ("A") model of service to meet the need for immediate, intense, and ongoing assistance for students with emotional/behavioural difficulties, who would qualify for special education supports.

- Provide initial consultation to determine whether or not a student can be maintained at a building level, and if so, what supports are available, and/or required.

- Work in collaboration with school-based support persons, Child Guidance Clinic, and community personnel to develop a milieu for behaviour change and management, as well as provide ongoing support for teachers and teacher aides, in their delivery of intervention programs. Such programs will provide a means of extended observation and screening of the need for referral to more intensive supports.

- Act as a consultant to teachers in the development of individual education plans and applications for low incidence supports.

- Assist with the transition of students into more intensive supports when required.

- Team with the L.A.C. staff to assist identified students in developing skills in peer relationships and conflict resolution, to facilitate successful reintegration into mainstream programs.

:ljt
04/06/90

## PLACEMENT CRITERIA

1. Evidence of a history of severe behavior problems which are related by clinical assessment to emotional disturbance and/or behavior disorder and which reflect the student's inability to cope in the regular school setting.

   The characteristics of a student referred to LAC may include one or a combination of the following:

   - severe social/relationship problems
   - hostile-aggressive behavior
   - a tendency to resort to violent behavior
   - severely withdrawn behavior
   - severe attentional deficits
   - age-inappropriate sexuality
   - associated learning problems

2. Evidence of a need for a high degree of supervision and individual attention determined by school observation and clinical assessment.

3. Indications that growth and development are most likely to occur in the intensive setting and with the individualized treatment/instructional approach of an LAC Program.

## PLACEMENT CONSIDERATIONS

a. age-appropriate peers

b. match of student abilities and development/ learning needs to the program and its resources

c. proximity to home

   Note: As a general rule, students up to age ten are transported by school bus. Older students are provided with bus tickets for public transit.

d. available opportunities for integration



## PURPOSE OF THE PROGRAM

The primary purpose of the LAC Program is to improve the student's social functioning. Objectives include developing:

- self-acceptance
- self-confidence and an appreciation of personal strengths and limitations
- appropriate coping behaviors
- appropriate social/interpersonal skills
- foundations for learning
- academic competencies appropriate to potential

Note: Curriculum is based on the Department of Education guidelines and adapted according to individual student needs and program objectives.

## PROGRAM COMPONENTS

1. an intensive, self-contained, structured, stable, caring and individualized learning environment

2. an individual educational-treatment plan which includes comprehensive assessment, diagnosis and evaluation

3. a treatment component which includes:

   - clinical assessment and therapy
   - close liaison with parents/guardians and community agencies/services
   - family work by specialized support staff

4. behavior management and pro-social skills programming

5. re-integration planning with follow-up

6. a coordinated team approach

Learning Assistance Centre
Special Education Department
700 Elgin Avenue 2nd Floor
Winnipeg, Manitoba
R3E 1B2
Telephone: 786-7841

The Winnipeg School Division No. 1

# The Learning Assistance Centre

## DRAFT REFERRAL PROCESS GUIDE

The PROCESS reflects:

- a streamlining of referrals through Area Special Education Consultants to permit a wider range of support options to be examined;
- the direct involvement of referring personnel in a Program Development Conference to permit team participation in decision-making; and
- timely response to and action on referrals.

The DRAFT NATURE of the PROCESS is intended to promote feedback. Please direct any comments or suggestions to:

The LAC Program Facilitator
Special Education Department

by: May 17, 1991

## LAC PROGRAM OVERVIEW

The Learning Assistance Centre is a Special Education program for students ages 6-16 who exhibit behaviors characteristic of severe emotional disturbance and/or behavior disorder.

The program is located in various schools in the Division and provides a low-enrollment setting, an intensive staff-student ratio and a resource-treatment component.

The home school remains actively involved by participating in the placement, planning and re-integration processes.

## SPECIAL EDUCATION AS A SUPPORT SERVICE : THE PROCESS

The referral procedures to Special Education emphasize a collaborative process involving school personnel, parents/guardians and the school's Child Guidance Clinic team.

PHASE I ACCESSING SCHOOL RESOURCES

PHASE II ACCESSING CGC/COMMUNITY RESOURCES

Prior to referral to the LAC Program, student needs are to be assessed and intervention strategies planned, implemented, monitored and evaluated by the School Resource Team with the support of CGC Clinicians and Agency personnel.

A referral to the LAC Program should be considered only when school and CGC resources have proven inadequate.

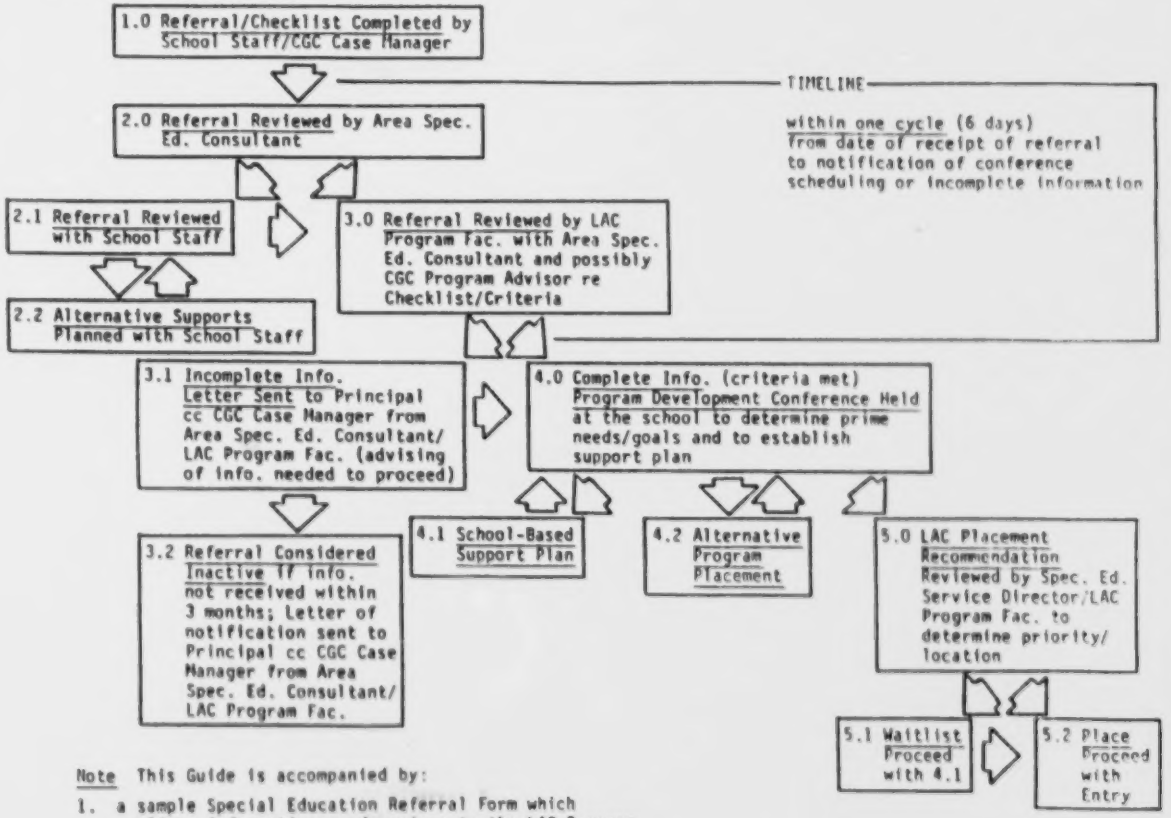
PHASE III ACCESSING SPECIAL EDUCATION SUPPORTS

PHASE IV SERVICE DELIVERY IN THE LEAST RESTRICTIVE ENVIRONMENT

Within six weeks of placement in an LAC Program, an Individual Educational/Treatment Plan is developed and implemented. Regular monitoring and evaluation occur; factors considered include:

a. student progress in relation to established goals
b. the capacity of the environment to meet the student's needs
c. continued need for level of support

PHASE III REFERRAL to LAC


1.0 Referral/Checklist Completed by School Staff/CGC Case Manager
TIMELINE
within one cycle (6 days) from date of receipt of referral to notification of conference scheduling or incomplete information
2.0 Referral Reviewed by Area Spec. Ed. Consultant
2.1 Referral Reviewed with School Staff
2.2 Alternative Supports Planned with School Staff
3.0 Referral Reviewed by LAC Program Fac. with Area Spec. Ed. Consultant and possibly CGC Program Advisor re Checklist/Criteria
3.1 Incomplete Info. Letter Sent to Principal cc CGC Case Manager from Area Spec. Ed. Consultant/ LAC Program Fac. (advising of info. needed to proceed)
3.2 Referral Considered Inactive if info. not received within 3 months; Letter of notification sent to Principal cc CGC Case Manager from Area Spec. Ed. Consultant/ LAC Program Fac.
4.0 Complete Info. (criteria met) Program Development Conference Held at the school to determine prime needs/goals and to establish support plan
4.1 School-Based Support Plan
4.2 Alternative Program Placement
5.0 LAC Placement Recommendation Reviewed by Spec. Ed. Service Director/LAC Program Fac. to determine priority/ location
5.1 Waitlist Proceed with 4.1
5.2 Place Proceed with Entry

Note This Guide is accompanied by:

1. a sample Special Education Referral Form which outlines information needs unique to the LAC Program
2. an LAC Referral Checklist which identifies "complete information" for a referral to proceed to a Program Development Conference

## SPECIAL EDUCATION AS A SUPPORT SERVICE: THE PROCESS

Phase I
Accessing School Resources

| Persons Involved | Tasks |
|---|---|
| Principal<br>Classroom teacher<br>School support team<br>Student<br>Parent | 1. Identification of students with exceptional needs.<br>2. Within school consultation to collect further data, observe, and plan broad-based preventive interventions.<br>3. Modification of programming and monitoring of progress. |

INTERVENTION SUCCESSFUL → YES → PROCESS ENDS
↓ NO

Phase II
Accessing C.G.C./Community Resources

| Persons Involved | Tasks |
|---|---|
| Principal<br>Classroom teacher<br>Support Services (including C.G.C.)<br>Parent<br>Student<br>Other Agencies | 1. Pre-referral consultation (observe, modify).<br>2. Referral to C.G.C. with parent permission for either pre-assessment intervention or: |

ASSESSMENT
↓
GOAL SETTING
↓
INTERVENTION
↓
EVALUATION

SUCCESSFUL → YES → PROCESS ENDS
↓ NO

REVIEW INTERVENTION AND/OR ASSESSMENT AND/OR REFER FOR SPECIAL EDUCATION SUPPORTS.

**Phase III**
**Accessing Special Education Supports**

| Persons Involved | Tasks |
|---|---|
| 1. Screening Committee Mini Area<br><br>(special education consultant & C.G.C. advisor) | 1. Screen referral to determine if appropriate.<br><br>APPROPRIATE ⟶ NO<br>↓<br>YES — REFERRED BACK TO SCHOOL<br><br>("A" level intake/entry to be done at home school.) |
| 2. Mini Area Management Committee<br><br>Principals<br><br>Special education consultant<br><br>A.S.D.<br><br>Director, Special Education (ex officio) | Tasks<br><br>1. Review and prioritize list of accepted students for "B" level program to place and/or waitlist.<br><br>2. Identify resource supports and/or placement required and collate class lists and waiting lists.<br><br>↓ supports provided and/or placed<br><br>↓ waitlisted<br><br>↓ school to develop interim plan |

**Phase IV**
**Service Delivery in Least Restrictive Environment**

| Persons Involved | Tasks |
|---|---|
| Special education resource teacher | 1. Develop I.E.P. |
| Classroom teacher | 2. Implement programming |
| Support services team<br><br>Consultant/clinician | 3. Monitor progress and evaluate need for ongoing support |

THE WINNIPEG SCHOOL DIVISION NO. 1

SPECIAL EDUCATION DEPARTMENT
c/o Child Guidance Clinic, 700 Elgin Avenue
Winnipeg, Manitoba R3E 1B2 Telephone: 786-7841

SERVICE DIRECTOR OF SPECIAL EDUCATION

John VanWalleghem

SPECIAL EDUCATION CONSULTANTS

Drucie Hogle
Faith Livingstone

BEHAVIOUR SUPPORT PERSONNEL

Ken Edinborough
Jo Galipeau
Keith Glawson
Carol Boyce - Behaviour Support Clinician
Wayne Podmoroff - Behaviour Support Clinician

ITINERANT LOW VISION TEACHER
(office located at Isaac Newton School)

Frank Favoni (.5)

TEACHERS OF THE DEAF AND HARD OF HEARING

Karen Priestley (.5)
Rita Ward (.5)

COMMUNITY TRANSITION PROGRAM

Fred Cooper
Lou Reeves
Rick Charambura - Vocational Trainer
Rosie Giancola - Vocational Trainer

INTEGRATION SUPPORT TEACHERS

Darlene Boettcher (.5)
Jacquie Field
Charlotte Sloan (.5)

CLERICAL STAFF

Stephanie Bilyj
Marilyn Gillies (10 month)
Leola Homenick (10 month)
Sharon Johnston (.5)

15/07/91

## Section V - Needs Survey

1. **Beliefs and Concerns Related to the Special Education Service Delivery Model**

2. **Needs Identification**

3. **Special Education 1991/92 Program Recommendations According to Five-Year Plans**

In 1988, the service delivery of special education supports was identified as a Division priority. A five-year plan was established to reorganize special education supports on an area basis, in keeping with Division policy which encourages integration. This reorganization of service continues to be an ongoing initiative of the Division, 1990/91 being the third year of the phase-in plan. By 1993, it is projected that a continuum of supports will be in place to support the policy.

To date, services have been reorganized to meet the needs of the majority of students either at home schools or at schools within their catchment areas. A range of student placements including accommodation in regular programs to very specialized settings is provided.

To facilitate the effective planning of special education programs and services the Division utilizes information gleaned from several sources. The Area Management Committees, Division Planning Committee, and Division Steering Committee work interactively to develop short-term and long-range plans.

In reviewing the service delivery model, feedback was received through the Steering and Planning Committees regarding:

- benefits and concerns related to the model;
- identification of student needs;
- implementation of five-year plans.

## 1. Benefits and Concerns Related to the Special Education Service Delivery Model

***Student Benefits:***

- Students feel more accepted. Self-concept improved within a model which diminishes perceived differences.
- The normalization effect motivates learning. Students learn at the same or faster rate in integrated settings as compared to students in segregated settings.

- Students benefit from role models provided by students in regular education settings who have well-developed social skills, language skills, and an interest in learning.
- The curriculum for students is enriched when they are exposed to regular curriculum which is adapted to meet their individual needs.
- More options are available to meet individual student need. The model serves a wide variety of student need including invisible handicaps.
- Students can access home school supports more easily. They spend less time on waiting lists for supports.
- The entire student body develops tolerance and understanding. Students without disabilities learn to accept and appreciate the sameness of those students with disabilities.
- Meaningful and mutual relationships occur and develop in integrated classrooms.
- Fewer children are bused across the city to receive special education supports.
- The instruction of children without disabilities is benefitted by the additional resources and development of effective teaching strategies to meet a wide range of student needs.

**Teacher Benefits:**

- Teachers benefit from the supports provided in many areas (language, reading, clinical) which provide exposure to, and opportunity for, the development of a wider range of teaching strategies for students with learning problems.
- Strategies developed for an integrated student also benefit other students in the classroom with learning problems.
- Teachers broaden their perspective by having an entire range of abilities in their classrooms.
- Collaboration among various personnel working with students is facilitated.

**Parental Benefits:**

- Children and their parents are more a part of their community when they attend a community school.
- Differences are lessened when children attend their community school. Parents feel that their children are accepted by society as a whole.
- Parents are more involved in their child's education.

**Benefits to Others:**

- Students become more aware and accepting of individual differences. They develop tolerance and understanding.
- Other school programs benefit from exposure to a wide range of strategies and content differentiation designed to meet a wider range of individual student needs.
- School communities begin to take ownership for all of their children and develop a wider range of supports and resources.
- The model allows for flexibility within school groupings and can be adapted to meet individual and catchment area needs.
- Administrators are more aware of individual student needs and are involved in programming.

**Concerns:**

In 1990/91, approximately 51% of students received integrated, home school supports and a continuum of services was available to support the needs of other students. It was felt that the high degree of success of the integrated model was due to local school commitment to undertake and implement a new service delivery model and the level of Division supports (staffing ratios, consultant support, teaching assistants, materials, and equipment). Every area concurred that there must be an assurance of maintenance of appropriate support to present special education programs as well as an allocation of appropriate support to new programs as student needs are identified. It was also felt that a continuum of supports must be in place to ensure a variety of instructional settings to meet individual student needs.

"Critical to the success of A-level home school programs has been the allocation of special education resource teachers and teaching assistants which has allowed for the adaptation and/or modification to regular programs and the individualized attention that certain disabilities require. Successful integration has been achieved for students that have previously been segregated because of developmental delays, physical and multiple disabilities, language and learning disabilities, and behaviour disorders.

"Critical to the success of every B- and C- level programs are the resources that are allocated. Special education teachers and teacher assistants, appropriate materials, and equipment are the keys that unlock success for these students."

Funding limitations have direct bearing on supports (see Appendix V-A - Brief to the Honourable Len Derkach - February 1991). Implications of a reduction have been identified as:

- reducing supports to students presently receiving special education services;
- halting the progress toward the implementation of the Division's policy of programming for students within mainstream environments;
- increasing pressure on other systems within the Division;
- affecting staff morale at all levels.

## 2. Needs Identification

The number of students requiring special education supports is increasing as a result of several factors:

- Institutions that formerly programmed for students with severe physical and multiple disabilities are closing and/or are referring more students to school systems.
- Students with severe disabilities are not exiting our system at the same rate as the general population. Severely handicapped students may take longer to complete their required course of study and increased numbers are remaining in school until they are twenty-one years of age.
- As a result of major advances in medical technology, more students are surviving who are "at risk" in educational settings.
- Increased numbers of children are being born following negative prenatal conditions (fetal alcohol syndrome, drug addictions, etc.).
- Increased numbers of students are being identified as having behaviour/ emotional disorders requiring specialized behaviour management approaches and/or therapeutic programs. There are limited community programs to meet the needs of these students.
- More parents are requesting that their students be educated in the least restrictive setting. These students require additional supports in order to function in mainstream settings.

Expansion of services is required to accommodate:

1) **Population Increase**

a) **Physically/Multiply Disabled**

A total of 26 referrals were received for early childhood special education placements in September 1990. All students required teacher assistant intervention as well as support to some degree for a variety of reasons (medical, behavioural).

All students presented with a severity of handicap (or special needs) and required the degree of support that would warrant either Level II or Level III Low Incidence funding.

Some students were accommodated at home schools (some parents specifically requested this) while several of the students identified as requiring long-term supports were accommodated in existing programs. In September 1990, an additional site was opened to accommodate nursery and kindergarten students with severe physical/multiple disabilities residing in the north part of the city. Additional students received supports at their home schools. Special education teachers will be required to accommodate students moving into higher grades as new students move through the system.

In 1991, 37 new students will be entering at the early childhood level while only 4 are graduating. Many of these students can be accommodated at their home schools with supports, however, not all buildings are accessible. More Level B programs will be necessary as more students requiring intensive services enter the system. Long-range plans for this population will include the establishment of a regional program at the Lucas Avenue School to accommodate students in the northwest catchment area.

b) **Students with Behaviour Disorders**

There are currently 105 students receiving supports through Learning Assistance Centres with another 24 students being followed through the mainstream behaviour support program. This year, in order to accommodate increased needs in this population, the average class size was expanded to seven students from six. All classes are presently at

maximum capacity with 21 students currently on the waiting list in junior high.

At the D or community-wide level, there continues to be insufficient resources to meet the needs of students with severe emotional/ behavioural disabilities and the expectation for treatment continues to fall upon the school system. The implementation of the Interdepartmental Crisis Resource Committee has provided access to increased support for the educational system for students aged 9-13 but is insufficient to meet the needs of students who require intensive interventions.

c) **Pervasive Developmental Disorders**

Increasingly, students are entering the Division with a medical diagnosis of Pervasive Developmental Disorder (PDD). This is a relatively new category with unclear implications for education. Medical practitioners put PDD on the same continuum of disability as autism. Many of the students require and receive special education supports because of their actual needs in an educational setting.

2. **Accommodating students in integrated, home school programs**

The demand for integration exceeds available resources. Each year more schools are opting to provide special education service delivery through an integrated program.

Over the last three years, a number of segregated special education classrooms have been closed and the students have been integrated into their home schools. Special education teacher and teacher assistant support have been reallocated to home schools to provide the intensity of programming required to enable these students to function in an integrated setting. Where the special education integrated population is large enough, a full-time teacher position has been provided. In other locations, assistance is received from an itinerant special education support teacher.

The thrust toward integration began at the elementary level. As students move into secondary settings, increased supports will be required to facilitate their learning in integrated settings. To place these students in segregated settings would be a backward step.

Without home school supports, students will continue to be bused to other catchment area schools or remain on waiting lists for Division-wide programs. Many parents are reluctant to bus their children great distances and students consequently go without services. Services are required to meet the needs of specific populations within integrated settings:

a) visually impaired
b) deaf and hard of hearing
c) community transition

3. **Special Education: 1991/92 Program Recommendations According to Five-Year Plans**

Requests to move C-level programs have been made in order to accommodate students closer to their catchment area or because of space limitations.

*a) Language Disorders*

The class at Grosvenor will be moved to Clifton School in 1991. This will reduce transportation time for inner city students.

*b) Churchill L.A.C.*

The Central Mini Area Management Committee has identified a central location, Gordon Bell, to accommodate students within this catchment area.

*c) T.M.H.-T.C.*

This program will be moved to St. John's High School to accommodate students moving into a secondary setting.

Program requests as identified and priorized by area management committees were met through staffing reorganization.

# Appendix

## The Winnipeg School Division No. 1

# Brief

to the

# Honourable Len Derkach

**Minister**
**of**
**Education**
**and**
**Training**

**February 1991**

To The Honourable Len Derkach
Minister of Education and Training

The Board of Trustees of the Winnipeg School Division is dismayed at the announcement of a 2% increase in funding for school divisions across the Province for 1991/92. This announced increase amounted to a decrease of $66,300 in total grant support for The Winnipeg School Division No. 1.

This funding represents a further shift in the burden of Education costs from Provincial Revenues to the homeowner. The lack of long range planning by the Provincial Government will result in severe financial constraints on the Education System.

FUNDING

The change in the funding formula for 1991/92 provides for a per pupil grant for each division in the Province based on the 1990/91 funding support for Block Equalization and guaranteed support and will result in the following per pupil grants for divisions in Metro Winnipeg:

| | |
|---|---|
| Seven Oaks | $3195.00 |
| Norwood | 3167.00 |
| St. Boniface | 3149.00 |
| St. Vital | 3132.00 |
| River East | 3099.00 |
| Transcona-Springfield | 3068.00 |
| St. James-Assiniboia | 3063.00 |
| Winnipeg | 2948.00 |
| Fort Garry | 2734.00 |

The inequitable relationship of these per pupil grants can be brought into perspective by the following statistics on per pupil expenditures and support increases for the four years, 1985-88 inclusive.

| Increases in: | Winnipeg Sch.Div. | Other Metro Divisions | All Divisions in Prov. |
|---|---|---|---|
| - Operating Expenditures | 23.3% | 24.1% | 21.4% |
| - Operating Expenditure/Pupil | 20.9% | 22.5% | 21.4% |
| - Operating Support | 9.7% | 18.7% | 15.0% |
| - Operating Support/Pupil | 10.8% | 16.1% | 15.1% |

An additional 5.3% in per pupil support for the Winnipeg School Division (16.1% - 10.8%), based on the 1991/92 per pupil allocation would mean an additional $156 per pupil for this Division or a total of $4,900,000 in operating support for the 1991/92 fiscal year.

The following table provides a summary of the block, equalization and guarantee support received by the Division from the Province since 1985 compared to the Winnipeg Cost of Living Index:

| Year | Total of Block Equalization and Guarantee Support | Actual % Winnipeg Increase | Announced Provincial % Increase | Winnipeg C.P.I. |
|---|---|---|---|---|
| 1985 | $79,674,875. | - | - | 4.2 |
| 1986 | 80,471,624. | 1.0 | 3.0 | 4.5 |
| 1987 | 82,885,773. | 3.0 | 6.8 | 4.2 |
| 1988 | 83,663,490. | .94 | 3.7 | 4.2 |
| 1989-90 | 87,915,163. | * | * | 4.7 |
| 1990-91 | 91,942,224. | 4.58 | 4.9 | 4.6 |
| 1991-92 | 92,630,582. | .75** | 1.0 | N/A |

* Not Comparable Due To Change To School Year/Fiscal Year

** Due Only To Projected Enrolment Increase

The Winnipeg School Division's prime criticism of the Government Support to Education (GSE Program) is that this Division has not received its fair share of funding increases during the last 6-1/2 years.

## SPECIAL NEEDS

The Winnipeg School Division has made the point on a number of occasions that this Division educates a disproportionate share of Special Needs Students.

The following table outlines the percentage of Special Needs Students in the Winnipeg School Division compared to the total Province.

| | Total Province | Winnipeg School Division No. 1 | % |
|---|---|---|---|
| Eligible Enrolment 9/90 | 182,017.8 | 31,276.8 | 17.2 |
| Low Incidence II | 1,301.0 | 262.0 | 20.1 |
| Low Incidence III | 248.0 | 72.5 | 29.2 |
| E.S.L. Students | 3,472.5 | 1,497.5 | 43.1 |
| Native Students (E.L.D.N.S.) | 7,985.1 | 3,753.0 | 47.0 |
| Special Education Students in segregated classes as of September, 1989 | 1,815.0 | 633.0 | 34.9 |

(Information from Department of Education Statistics)

As a result of the characteristics of the inner city, the most significant expenditure growth is being experienced in the delivery of programs to students with special needs. In 1986 the Division spent 15.3% of its Operating budget on students with special needs or $719 for each full-time equivalent grade K-12 pupil. In 1990-91 the percentage has increased to 17.8% of the Operating Budget or $1,100 for each K-12 pupil.

## EXPENDITURES

As indicated earlier in the Brief, between 1985 and 1988, per pupil expenditures in this Division rose by 20.9%, while per pupil/expenditures in other divisions in Metro Winnipeg increased by 22.5% and per pupil costs in the Province increased by an average of 21.4%.

The following table indicates the percentage of budget and the per pupil cost for the various functions of expenditure.

| | Province Per Pupil 1988 | % | Winnipeg Per Pupil 1988 | % | Winnipeg Per Pupil 1990/91 | % |
|---|---|---|---|---|---|---|
| Regular Instruction | $2645. | 58.4 | $2638. | 50.6 | $2986. | 48.3 |
| Exceptional Instruction | 471. | 10.4 | 827. | 15.9 | 1100. | 17.8 |
| Vocational | 85. | 1.9 | 104. | 2.0 | 115. | 1.9 |
| Community Education | 34. | .7 | 146. | 2.8 | 201. | 3.3 |
| Administration | 191. | 4.2 | 175. | 3.4 | 205. | 3.3 |
| Instructional & Pupil Support | 232. | 5.1 | 375. | 7.2 | 464. | 7.5 |
| Transportation | 246. | 4.8 | 77. | 1.5 | 92. | 1.5 |
| Operating & Maintenance | 553. | 12.2 | 733. | 14.1 | 876. | 14.2 |
| Fiscal | 105. | 2.3 | 127. | 2.5 | 137. | 2.2 |
| Total | $4,532. | 100.0 | $5,202. | 100.0 | $6,176. | 100.0 |

Between 1988 and 1990/91, the per pupil cost for Exceptional Instruction in the Winnipeg Division increased from $827 per full-time equivalent pupil to $1100 per full-time equivalent pupil, an increase of 33%, while regular instruction costs have increased only 14.7% during the same period. This increase in Exceptional Instruction is indicative of the extreme pressures placed on this Division relative to special education, special needs, and the inner-city component of the Division.

One of the specific areas where excessive costs are being borne by the local taxpayer is the provision of clinician services. Funding is available on a ratio of 1 clinician grant for each unit of 900 pupils. At present this Division staffs on the basis of 1 clinician for each unit of 400 pupils in the Division.

The costs borne by the Winnipeg Division taxpayers for clinician services are as follows:

| | |
|---|---|
| Winnipeg Staff Complement<br>89 Clinicians, and related costs | $6,100,400 |
| Categorical grant<br>35 Eligible Units of $34,100 | 1,193,500 |
| Net amount Funded by<br>Winnipeg Taxpayers | $4,906,900 |

## CATEGORICAL SUPPORT

The basis for the recognition of special needs programming is the categorical funding program under the funding formula. The following summary of categorical funding indicates the funding to this Division since 1985.

| | Categorical Grants | Increase | % |
|---|---|---|---|
| 1985 | $12,316,674. | - | - |
| 1986 | 14,825,772. | $2,509,098. | 20.4 |
| 1987 | 15,709,834. | 854,062. | 6.0 |
| 1988 | 17,329,912. | 1,620,078. | 10.3 |
| 1989-90 | 16,790,052. | ( 539,860.) | ( 3.1) |
| 1990-91 | 17,323,748. | 533,696. | 3.2 |
| 1991-92 | 17,400,016. | 76,268. | .4 |

From 1988 to 1990/91 categorical funding decreased by approximately $6,000 while Exceptional Instruction costs increased by 35.4% or almost 9 million dollars. This is clearly an area where present program resources cannot be maintained unless adequate funding is received.

In addition to the Categorical Support the Winnipeg School Division has received a Special Grant of $2,000,000 since 1982 to recognize Inner City needs.

In 1989/90 and 1990/91 the Division received an additional $750,000 in each year to recognize the fact that this Division has received the minimum support under the Government Support to Education Program since 1985.

Further, the Division was provided with an additional $1,200,000 grant in 1990/91 as a recognition of Inner City Programming requirements.

If the funding of $750,000 plus $1,200,000 is not continued for 1991/92, this Division will be treated differently than any other division in the Province in that we would not be guaranteed funding at the 1990/91 level.

**Notwithstanding the fiscal concerns on a province-wide basis, the Trustees of The Winnipeg School Division No. 1 would request that the additional grants provided to the Division in 1990/91 in the amount of $1,950,000 be continued until a proper funding program is in place which adequately recognizes the special needs of this Division.**

ASSESSMENT

The Winnipeg School Division has not benefited from the implementation of Market Value Assessment to the same degree as other Metro Winnipeg School Divisions.

The following tables indicate the increase in assessment between 1989 and 1990 based on the implementation of the 1985 Market Value Assessment.

| Division | 1989 Total Taxable Assessment | 1990 Total Taxable Assessment | % Increase |
|---|---|---|---|
| Winnipeg | $2,793,415,410. | $6,328,147,740. | 226.5 |
| St. James-Assiniboia | 1,067,088,260. | 2,389,481,890. | 224.9 |
| Assiniboine South | 588,164,140. | 1,509,833,690. | 256.7 |
| St. Boniface | 454,032,130 | 1,059,295,890. | 233.3 |
| Fort Garry | 682,051,960. | 1,626,488,660. | 238.4 |
| St. Vital | 615,179,360. | 1,476,642,470. | 240.0 |
| Norwood | 133,396,960. | 301,397,690. | 225.0 |
| River East | 738,301,920. | 1,680,296,710. | 227.6 |
| Seven Oaks | 530,271,350. | 1,247,221,580. | 235.2 |
| Transcona-Springfield | 380,348,810. | 853,216,540. | 224.3 |
| **TOTAL** | **$8,045,491,290.** | **$18,634,266,620.** | **231.6** |

| Division | 1989 Residential Assessment | 1990 Residential Assessment | % Increase |
|---|---|---|---|
| Winnipeg | $1,132,753,010. | $ 2,635,566,000. | 232.7 |
| St. James-Assiniboia | 529,906,220. | 1,244,376,470. | 234.8 |
| Assiniboine South | 462,932,910. | 1,179,449,240. | 254.1 |
| St. Boniface | 285,741,310. | 697,127,480. | 244.0 |
| Fort Garry | 328,802,270. | 812,278,110. | 247.0 |
| St. Vital | 447,190,270. | 1,097,108,110. | 245.3 |
| Norwood | 67,188,300. | 170,992,810. | 254.5 |
| River East | 562,633,480. | 1,299,574,680. | 231.0 |
| Seven Oaks | 385,217,750. | 944,249,930. | 245.1 |
| Transcona-Springfield | 236,718,790. | 556,990,110. | 235.3 |
| **TOTAL** | **$4,439,084,310.** | **$10,637,712,940.** | **239.6** |

**TOTAL**

As indicated, Winnipeg School division has the second lowest increase in assessment value for Residential 1 assessment which confirms the hardship placed on the average homeowner in this Division resulting from the inequitable funding formula. In addition, a number of school divisions in Metro Winnipeg will experience assessment growth in the 3-4% range for 1991, while assessment in the Winnipeg School Division will increase less than 1%.

**PROPERTY TAXES**

**Education Support Levy**

In 1990, taxpayers of the Winnipeg School Division were assessed $55,735,036 toward the Provincial Education Support Levy, while the Government Support to Education Program estimated grants amounted to $119,814,300 for the 1990-91 fiscal year. With the contribution to the Education Support Levy, only 32.5% of expenditures in the Winnipeg School Division was provided by the consolidated revenues of the Province of Manitoba for the 1990-91 fiscal year, while 28.8% was provided through the Education Support Levy. This means that 65.1% of the Division's Budget is raised through property taxation in this Division.

The Government's announced funding for school divisions for 1991-92 included an increase of 2% in the Education Support Levy on commercial assessment. It is estimated that businesses located within the Winnipeg School Division will be required to pay an additional $750,000 as a result of this increase, while there will be an estimated decrease of $66,300 in provincial funding for the Division for 1991/92.

## SPECIAL LEVY

As indicated earlier in the Brief, this Division has not benefited as greatly as some divisions with the implementation of Market Value Assessment, especially in relation to Residential I Assessment. This puts further pressure on taxpayers in this Division as the Special Levy Tax is a uniform levy on both residential and business assessment. The following tables indicate the relative special levy mill rates in all Metro Winnipeg School Divisions in 1989 and 1990.

SPECIAL LEVY MILL RATES
1989 - 1990

| | 1989 | 1990 | Increase (Decrease)* |
|---|---|---|---|
| Winnipeg | 17.893 | 18.085 | .192 |
| Seven Oaks | 16.663 | 17.311 | .648 |
| Fort Garry | 15.528 | 15.104 | .475 |
| St. Boniface | 14.285 | 12.942 | (.424) |
| Norwood | 15.566 | 14.953 | (1.115) |
| Assiniboine South | 16.208 | 15.093 | (.613) |
| River East | 15.034 | 14.486 | (.548) |
| St. Vital | 14.946 | 15.421 | (1.343) |
| Transcona-Springfield | 13.264 | 12.026 | (1.238) |
| St. James-Assiniboia | 12.877 | 11.640 | (1.237) |

* Includes Factor for Adjustment to 1985 Market Values

In 1990 all but three school divisions in Metro Winnipeg were able to reduce the special levy mill rate primarily due to the effects of reassessment.

## 1991-92 BUDGET

In order to maintain program levels reflected in the 1990-91 budget for the 1991-92 fiscal year, an expenditure level of $209,042,600 would be required. The following summary shows the effect of this budget level on special levy and taxes based on the 0% increase in Provincial revenues announced by the Minister of Education on January 22, 1991. In order to achieve the direction provided by the Board related to a 6% tax increase, the expenditure level will have to be reduced to a level of $200,120,900. This is a reduction of $8,921,700 from the stand pat budget level of $209,042,600 or a reduction of $10,229,000 from the preliminary budget level of $210,349,900.

ESTIMATED 1991-92 STAND PAT BUDGET

| | 1990-91 Budget | 1991-92 Budget | Increase | % Increase |
|---|---|---|---|---|
| Total Expenditure | $196,057,000* | $209,042,600 | $12,985,600 | 6.62 |
| Total Revenue | 125,117,200* | 125,338,400 | 221,200 | .18 |
| Special Levy (Fiscal) | $ 70,939,800 | $ 83,704,200 | $12,764,400 | 17.99 |
| Special Levy (Calendar) | $ 66,618,525 | $ 76,982,013 | $10,363,488 | 15.56 |

* Adjusted to comparable 1991-92 Budget Presentation

| | | | | |
|---|---|---|---|---|
| 1 Mill raises | $ 3,683,640 | $ 3,720,476 | | |
| School Mill Rate | 1990 | 1991 | | |
| Education Support Levy | 9.957 | 9.957 | 0 | 0 |
| Special Levy | 18.085 | 20.691 | 2.606 | 14.41 |
| Total Mill Rate | 28.042 | 30.648 | 2.606 | 9.29 |
| School Taxes on Home - (Residential) assessed at $24,500 | | | | |
| Education Support Levy | $243.95 | $243.95 | 0 | 0 |
| Special Levy | 443.08 | 506.94 | $63.86 | 14.41% |
| Total | $687.03 | $750.89 | $63.86 | 9.29% |

The administration was directed by the Board of Trustees to prepare a draft budget for the 1991-92 school year which would result in a net increase of 6% in property tax to home owners in 1991. This requires a reduction of $8,921,700 to $200,120,900 from the stand pat budget of $209,042,600 or a reduction of $10,229,000 from the preliminary budget of $210,349,900. Although specific areas are identified for reduction, discussions during the budget process over the next two months will determine ultimately where adjustments are to be made. The effect of this budget direction is as follows:

**ESTIMATED 1991-92 BUDGET**
**(6% Property Tax Increase)**

| | 1990-91 Budget | 1991-92 Budget | Increase | % Increase |
|---|---|---|---|---|
| Total Expenditure | $196,057,000* | $200,120,900 | $ 4,063,900 | 2.07 |
| Total Revenue | 125,117,200* | 125,338,400 | 221,200 | .18 |
| Special Levy (Fiscal) | $ 70,939,800 | $ 74,782,500 | $ 3,842,700 | 5.42 |
| Special Levy (Calendar) | $ 66,618,525 | $ 73,502,550 | $ 6,884,025 | 10.33 |

* Adjusted to comparable 1991-92 Budget Presentation

| | | | | |
|---|---|---|---|---|
| 1 Mill raises | $ 3,683,640 | $ 3,720,476 | | |
| School Mill Rate | 1990 | 1991 | | |
| Education Support Levy | 9.957 | 9.957 | 0 | 0 |
| Special Levy | 18.085 | 19.756 | 1.671 | 9.24 |
| Total Mill Rate | 28.042 | 29.713 | 1.671 | 5.96 |
| School Taxes on Home - (Residential) assessed at $24,500 | | | | |
| Education Support Levy | $243.95 | $243.95 | 0 | 0 |
| Special Levy | 443.08 | 484.02 | $40.94 | 9.24% |
| Total | $687.03 | $727.97 | $40.94 | 5.96% |

As part of the decision-making process of identifying areas for adjustment, input was sought from principals, superintendents, and trustees.

In dealing with the financial constraints caused by the lack of adequate funding, three options have been considered:

1. Raise Taxes
2. Use surplus funds to reduce tax requirement
3. Reduce the expenditure level.

1. Taxes

The matter of property tax levels has been considered by the Board of Trustees and it is generally felt that property tax levels must be contained to protect those home owners on fixed and limited incomes. While direction was given to prepare a Budget reflecting a 6% tax increase, some trustees believe that even this increase is too high.

The following table indicates the total school tax for property owners in the Metro Winnipeg School Division for 1990 based on the average on a home in the Winnipeg School Division assessed at $24,500.

| | 1990 Special Levy Mill Rates | Special Levy | Education Support Levy | Total School Taxes |
|---|---|---|---|---|
| Winnipeg | 18.085 | $443.08 | $243.95 | $687.03 |
| Seven Oaks | 17.311 | $424.12 | $243.95 | $668.07 |
| St. Vital | 15.421 | $377.81 | $243.95 | $621.76 |
| Fort Garry | 16.208 | $370.05 | $243.95 | $614.00 |
| Assiniboine South | 16.208 | $369.78 | $243.95 | $613.73 |
| Norwood | 15.566 | $366.35 | $243.95 | $610.30 |
| River East | 15.034 | $334.91 | $243.95 | $578.86 |
| St. Boniface | 14.285 | $317.08 | $243.95 | $561.03 |
| Transcona-Springfield | 13.264 | $294.64 | $243.95 | $538.59 |
| St. James-Assiniboia | 12.877 | $285.18 | $243.95 | $529.13 |

Total school property taxes are 30% higher in Winnipeg compared to the lowest taxed division, while the Special Levy taxes are 55% higher in Winnipeg than in that same division.

2. Surplus

As of June 30, 1986* the total average accumulated surplus for school divisions in Manitoba was $23.2 million or 3% of the total operating expenditure. The Winnipeg School Division as of June 30, 1990 had a surplus of $386,648 or two-tenths of one percent (.2%) of its 1990-91 operating budget. The following table provides a summary of the accumulated surplus since 1984.

| | |
|---|---|
| Dec. 31, 1984 | $2,012,546 |
| Dec. 31, 1985 | (1,706,685) |
| Dec. 31, 1986 | 1,777,084 |
| Dec. 31, 1987 | 4,229,627 |
| Dec. 31, 1988 | 4,916,576 |
| June 30, 1989 | 105,765 |
| June 30, 1990 | 386,648 |

The significant reduction in surplus for the period ended June 30, 1989 compared to December 31, 1988, was due to the change in the Fiscal Year. FRAME accounting policies allowed the Division to disclose its salary accrual for teachers' salaries by way of a note to the Financial Statement. With the change in the fiscal year from December 31 to June 30, there no longer was an accrual as all teachers' salaries were payable on June 30th. We are aware that some school divisions in Metro Winnipeg have surplus funds in excess of 3% of their operating budgets.

* This is the most recent data available to the Division.

3. Reduction in Expenditure Level

In order to achieve a 6% increase in total school taxes, the expenditure level would have to be reduced by $8,900,700.

The following proposed Budget Reductions for 1991-92 are currently under review by the Board of Trustees.

| Acct. No. | | Details | Estimate | |
|---|---|---|---|---|
| 1233 | 6.0 | Teaching Positions - Elementary | $278,400. | |
| | | Substitutes | 7,300. | |
| | 7.0 | Teaching Positions - Secondary | 352,100. | |
| | | Substitutes | 9,500. | |
| | | Elementary Violin Program | 93,700. | |
| | | Secondary Spec. Music Program | 47,000. | |
| 1235 | 10.0 | Lab. Assistant Positions | 276,300. | |
| 1240 | | Employee Benefits | 73,300. | |
| | | | | $1,137,600. |
| **Exceptional Instruction** | | | | |
| 2233 | 5.0 | Teaching Positions - Elementary | | $239,000. |
| | | Substitutes | 6,500. | |
| | 10.0 | Teaching Positions - Secondary | 489,000. | |
| | | Substitutes | 13,200. | |
| 2433 | 1.0 | Spec. Ed. Unit Consultant Pos. | 64,200. | |
| | 1.0 | D.W. Testing Position | 54,600. | |
| 2435 | 10.0 | Resource Inst. Teacher Aides-El. | 147,500. | |
| | 10.0 | Spec. Needs/Alt.Teach. Aides-Sec. | 163,000. | |
| | 10.0 | Spec.Cases Teacher Aides - Sec. | 172,000. | |
| 2535 | 18.0 | Clinician Position | 909,000. | |
| 22/24/2540 | | Employee Benefits | 146,600. | |
| | | | | 2,404,600. |
| **Community Education and Services** | | | | |
| 4332 | | Salaries-Summer Enrich.Prog. | $ 4,100. | |
| 4333 | | Salaries-Summer Enrich.Prog. | 76,300. | |
| 4335 | | Salaries-Summer Enrich.Prog. | 26,500. | |
| 4340 | | Employee Benefits | 4,500. | |
| 4371 | | Summer Enrichment Program | 16,800. | |
| 4435 | 2.0 | Nursery Teacher Aides Positions | 284,000. | |
| 4440 | | Employee Benefits | 38,600. | |
| | | | | 450,800. |
| **Administration** | | | | |
| 5000 | | Resource Reduction | $ 250,000. | |
| | | | | 250,000 |

| | | | | |
|---|---|---|---|---|
| **Instructional and Pupil Support Services** | | | | |
| 6133 | 1.0 | Coordinator (G&T) Position | $ 65,500. | |
| | 13.0 | Consultant Position | 804,700. | |
| | | Substitutes - D.W. Testing | 51,500. | |
| 6137 | | Clerical - D.W. Testing | 9,200. | |
| 6140 | | Employee Benefits | 33,900. | |
| 6151 | | Services - D.W. Testing | 15,000. | |
| 6171 | | Supplies - D.W. Testing | 6,800. | |
| 6176 | | Minor Equipment - D.W. Testing | 3,000. | |
| 6235 | 25.80 | Library Clerk Positions - Elem. | 533,100. | |
| | 18.25 | Library Clerk Positions - Sec. | 420,900. | |
| 6236 | 5.00 | Library Tech. Assistant Positions | 142,000. | |
| 6240 | | Employee Benefits | 151,000. | |
| | | | | 2,236,700. |
| **Transportation** | | | | |
| 7955 | | Summer Enrichment Program | $ 8,400. | |
| | | | | 8,400. |
| **Operations and Maintenance** | | | | |
| 8236 | 25.0 | Caretaking Positions | $ 767,500. | |
| 8240 | | Employee Benefits | 106,700. | |
| Various | | Work Order Estimates | 853,900. | |
| | | | | 1,728,100. |
| | | | | $8,216,200. |
| **Other** | | | | |
| | | Reduction in Provision for Salary Revision | | 901,000. |
| | | **TOTAL REDUCTIONS** | | $9,117,200. |

The proposed expenditure reductions will impact on the level of resources being provided students in the Division. In the areas of Special Education and Child Guidance Clinic services, the majority of those services are provided to students who would benefit from an increased level of service not a decrease.

## SUMMARY

The Winnipeg School Division is being funded under a funding program established in 1981 which is totally inadequate to meet the needs of the public school system in the 1990's.

The distribution of available funds for 1991/92 is an advantage to those divisions which have had a number of years of declining enrolment, does not take into consideration assessment revisions for 1991, provides inadequate support for special needs and provides a guarantee of the 1990/91 funding levels to every division in the Province except The Winnipeg School Division No. 1.

The Winnipeg School Division is the only school division which is not being guaranteed funding at the 1990/91 level to the extent that the special grants of $1,950,000 which were provided in 1990/91 are currently not being provided for 1991/92.

If further funding is not forthcoming from the Province, the Division will be faced with significant budget cuts.

**In conclusion, we would request a 2% increase in funding for The Winnipeg School Division No. 1 for 1991/92 and the reinstatement of special grants in the amount of $1,950,000.**

Thank you for your consideration of this Brief.

## Section VI - Other Divisional Resources

1. Resource Teachers
2. Instructional/Resource Teacher Assistants
3. Diagnostic Learning Centre
4. School Therapy Services
5. Counselling Services
6. Special Needs Programs
7. Secondary Alternative Programs
8. Gifted & Talented Programming
9. Institutional Programs
10. Manitoba Adolescent Treatment Centre
11. Shared Services
12. The Early Identification Program
13. Nursery Program
14. English Language Development for Native Students (ELDNS)
15. Nutrition Program
16. Migrancy Program
17. Inner City Education
18. Early School Years
19. Transportation
20. Non-Resident Arrangements
21. Special Materials & Equipment
22. Building Modifications

Special needs supports in the Winnipeg School Division are comprehensive and include other services in addition to special education support. The following outlines other Divisional resources which are important components supporting Winnipeg School Division's comprehensive service delivery system for all students with special needs.

## 1. Resource Teachers

The emphasis of the resource program in The Winnipeg School Division No. 1 is to provide support to classroom teachers and their students, particularly those with exceptional needs, so that these students may progress successfully within the mainstream of education. The type of support will vary in each situation but may include one, or a combination of: consultation, collaboration, and/or direct service. Given the nature of the secondary school timetable and scheduling, heavier emphasis may need to be placed on consultation and collaboration.

The primary responsibility for the student remains with the classroom teacher. The resource teacher is a member of school-based and Divisional education support personnel and can function most effectively within a Divisional delivery model. There is flexibility in the model for specific program goals, responsibilities, and working relationships which would be developed at the school level. Built into this model is an administrative component which is essential for delivery of support services within each school.

Where a student requires diagnostic/prescriptive services for an agreed-upon period of time, ongoing sharing of information between the classroom and the resource program is required. Dialogue amongst all people (i.e. classroom teacher, support person, Child Guidance Clinic, Special Education, outside professionals, parents, etc.) involved with the student is essential to ensure a total well-coordinated program.

There are presently 30.26 full-time equivalent positions at the elementary level and 75.14 full-time equivalent positions at the secondary level filled by 105 people, 74 of whom are qualified.

## 2. Instructional/Resource Teacher Assistants

Instructional/resource teacher assistants provide instructional assistance in a regular classroom to students who are not handicapped but may be experiencing learning difficulties. Instructional/resource teacher assistants work under the direction of the resource/support team in the school. Teacher assistant time is provided to the school for the school term on an annual basis. The thrust of this program is to successfully eliminate the student's need for extra help in the classroom.

## 3. Diagnostic Learning Centre

The Diagnostic Learning Centre (DLC) was established in 1983 and is located at Clifton School. The mandate of the centre is to:

- provide intensive individual assistance to the student attending the program through in-depth instructional assessment of individual learning needs;
- develop and implement effective instructional strategies for each individual student;
- work with the referring team from the student's home school to ensure that appropriate teaching and learning strategies continue after the student leaves the centre and returns to his/her own school;
- increase teacher awareness of programming materials, teaching strategies and techniques, management and organizational skills.

Students who are accepted into the program must show an indication of potential to function within the average range of achievement as determined by a Child Guidance Clinic assessment and school-based data. They also must demonstrate an ability to learn successfully in a regular classroom but may not be making the expected progress.

Referrals are reviewed by the screening committee every six weeks. Students referred are generally from grades one to eight with the majority coming from grades four to six.

The key to success of the centre's program and to long-term follow-up is collaboration. There are four groups who work together collaboratively to this end:

1) the school-based team consisting of classroom teacher, resource teacher, principal, Child Guidance Clinic reading clinician, psychologist, and other clinicians actively involved with the student;

2) the screening committee which includes the Deputy Program Superintendent (Special Education), a CGC Reading Department Area Service Director, a representative of the Division's resource teachers, the centre administrator, the reading clinician, and one DLC teacher; (This committee reviews all referrals to the centre and determines suitable candidates.)
3) centre staff - three teachers, the follow-up resource teacher, three instructional aides, one clerical position, and .5 administrative support;
4) volunteer coordinators who recruit, orient, and support the ongoing training of the volunteers.

**4. School Therapy Services**

The purpose of School Therapy Services is to provide physiotherapy and occupational therapy support services in the school setting for:

- the handicapped students;
- the classroom teacher;
- parents and/or other caregivers.

The goal is to enhance the learning potential for the handicapped student and to facilitate his/her adaptation to the education environment.

Services provided are as follows:

1) assessment;
2) written report of assessment findings and recommendations;
3) consultation with school staff, other service providers;
4) training of ancillary personnel as required, monitoring and program modification as necessary;
5) liaison with medical personnel, other agencies;
6) direct "hands-on" therapy as required;
7) assessment and recommendations regarding architectural barriers and environmental adaptations, adapted equipment to enhance independence.

Students eligible for physiotherapy/occupational therapy services are those who are multihandicapped, or physically disabled between the ages of five to twenty-one years.

Referral forms may be completed by teachers, physicians, public health nurses, or other health/education professionals. Written parental consent is obtained by School Therapy Services and must be received before assessment or treatment can be initiated.

The Winnipeg School Division provides funding (salary and benefits) for 7.25 therapists, a .8 program director and a .7 secretary.

## 5. Counselling Services

### 5.1 Elementary Counselling

Objectives of the Elementary Counselling Program are:

- to teach children to accept responsibility for their own behaviour;
- to develop in children an understanding and acceptance of oneself and others;
- to identify children with special needs related to behaviour, interpersonal relations, and learning which affect their social and educational growth;
- to teach children how to make decisions, solve problems, communicate and relate to others;
- to teach children how to acquire and use information which is essential to their career awareness and development;
- to assist principals, teachers, parents, and students in locating and using suitable school and community resources.

### 5.2 Secondary Guidance Counsellors

Guidance counsellors work under the direction of the principal and, where applicable, the department head; and are responsible for developing and implementing an organized program of guidance and counselling services in the school.

Duties of guidance counsellors include:

- providing individual and/or group counselling services in the following areas: personal, social, academic, career, child welfare, crisis, family life and sexuality, behaviour control, decision-making and problem-solving, chemical abuse;
- giving assistance to others in planning structured developmental group guidance experiences;
- maintaining liaison with referral agencies;
- maintaining contact and implementing follow-up procedures for clients;
- referring students with special needs;
- selecting, administering, and interpreting standardized tests related to career and vocational planning;
- acting as a resource to school personnel;

- consulting with parents regarding individual student concerns;
- collaborating with school personnel to organize and implement programs, services, and special events;
- conducting orientation programs for students;
- liaising with educational institutions and community resources;
- providing educational/vocational information and experiences for students and parents;
- arranging case conferences.

**6. Special Needs Programs**

At the elementary level, special needs programs have been established in a number of schools (largely inner city) to address problems such as language delay or disorder, age/grade retardation, learning difficulties, social and emotional immaturity, distractibility and hyperactivity, frequent moves, disruptive behaviour, lack of basic skills, poor achievement, cultural awareness, and/or sense of identity. These programs provide support to identified, eligible students in their regular classroom setting. They address the following goals:

1) To improve child's attitude toward others and school.
2) To improve child's attitude toward self.
3) To improve academic skills.
4) To improve social skills.
5) To change specific behaviours which may be inhibiting school performance.
6) To provide support to the classroom teacher. The types of support which classroom teachers could be offered would include specific skill remediation, program planning, and in-class support to enable the teacher to work with individual or small groups of students.

The Compensatory Support Program provides funds to support some of these programs. In addition, the Winnipeg School Division provides additional staffing to other elementary schools to support programs for special needs students.

**7. Secondary Alternative Programs**

The common goals of alternative programs relate to the development of self-concept and improved attendance performance of students through individual instruction and different structure of delivery of service, appropriate to student needs.

The common profile of students is one of academic deficiency, with experienced school failure, poor attendance, and behaviour problems. Generally, students are in need of more personal attention, and feel a low self-esteem.

Staffing requirements center upon the teacher being able to provide a soundly structured program, with the ability to individualize and a strong background in basic subjects, particularly language arts. Access to, and the availability of teacher aides, Child Guidance Clinic personnel, and volunteers is seen as an asset.

Alternate classes are generally self-contained with low enrolment, concentrating on basic skills and/or "life skills".

These programs usually have an enrolment of less than 15 students in order to facilitate the provision of individualized instruction and support for the social and emotional needs of the students. In addition to professional staff, teacher aides are assigned to these programs to provide assistance to the teachers and students.

## 8. Gifted and Talented Programming

The goal of this program is to provide appropriate instruction and educational services particularly suited to the abilities and needs of gifted and talented students. Program objectives are:

1) To identify gifted and talented students and their specific needs including general and specific abilities, specific performance skill areas, and creativity.
2) To provide a variety of educational programs/strategies to address the needs of the identified target population within an organizational structure at the school level that facilitates educational experiences for these students within or closely linked to the regular classroom.
3) To provide curricula that are appropriate to address the needs of gifted and talented students through the adaptation of existing curricula (content, instructional techniques, learning resources) or the development of additional curricula in specific areas.
4) To identify the professional development needs of the instructional and support staff related to gifted and talented education and to provide professional development programs to address those needs.

## 9. Institutional Programs

In 1974, the Winnipeg School Division entered into an agreement with Manitoba Education to assume the responsibility for the administration, program supervision, and development of Institutional Programs.

Under the terms of the arrangement, the provincial government provides funding to cover the total cost of salaries, supplies, administration, professional development, and any substitute teachers that may be required.

The Institutional Programs are under the jurisdiction of the Superintendent of Schools - Central at the Division level and The Child Care and Development Branch at the provincial level. Institutional Programs provides educational support to the following programs:

1) Children's Centre - Medical
2) Child & Adolescent Psychiatry
3) Day Treatment
   a) Children's Day Treatment
4) Rehabilitation Centre for Adults
5) Rehabilitation Centre for Children
6) Villa Rosa

## 10. Manitoba Adolescent Treatment Centre

The Winnipeg School Division provides teachers and teacher assistants for an academic program in a treatment centre for adolescents undergoing psychiatric treatment. This program is administered by the Division for the Province of Manitoba.

## 11. Shared Services

In addition, the Winnipeg School Division has access to:

### 1) Oakenwald/Hastings Program

The Oakenwald Program was established in 1985 as a pilot project focusing on the diagnosis and assessment of schizophrenic children. Five school divisions participate in the program, which is hosted by Oakenwald School in the Fort Garry School Division. The program is funded 80% by the province and 20% by the participating school divisions. The program is monitored by a Steering Committee which meets on a regular basis.

The Hastings Program in the St. Vital School Division serves the same population in a junior high setting.

The primary purpose of these programs is to establish the educational needs of the children. A team composed of a resource teacher, classroom teacher, teacher assistant, psychologist and occupational therapist work toward common goals regarding behaviour and social amenities. All programs are open to modification and are designed to change as necessitated by the needs of the children. Parents are supportive and communication between the school and home is mutually ongoing.

**2) Marymound**

Marymound is an institutional setting for students aged eleven to eighteen with a history of unsuccessful placements in various educational programs and stresses in their communities. These individuals have experienced a combination of stressful family situations, academic failure/delay, personal abuse, and weak interpersonal skills.

Marymound assists students by making the individual academic programming adjustments necessary for successful reintegration with the community school system.

The Winnipeg School Division has access to seven spots which are subject to non-resident fees, and also pays the cost of a transition teacher who supports the reintegration of students back in Division schools.

**3) Treatment and Learning Class**

The goal of the program is to assist the child in developing self-acceptance, coping behaviours, a repertoire of social skills and academic competencies that will enable a return to a regular school placement.

The Steering Committee is composed of a representative from each of River East, Transcona-Springfield, and Winnipeg No. 1 School Divisions; principal of location school; and the program teacher; with additional consultative support as required. The role of the Steering Committee is to screen referrals, support and monitor the program, and facilitate an evaluation of the program.

The class is small size with a low adult/pupil ratio and is set away from the general school population to ensure safety for students and staff.

## 12. The Early Identification Program

At a meeting of the Board of Trustees held on February 17, 1976, a motion was passed that the proposed Early Identification Program be adopted. Since September 1976, the Early Identification Program has been an integral part of the elementary program in The Winnipeg School Division No. 1. As of September 1985, the Early Identification Program has been extended to include nursery through grade three. The program is based on the premise that the earlier the needs of a child are identified, the greater is the opportunity for the child to function better intellectually, emotionally, socially, and physically. The goal of the program is to identify the strengths and areas of difficulty of children and to provide the appropriate services and programs to meet the needs of these children. Another goal of the Early Identification Program is to provide support programs for parents and school personnel. A Parent Resource Subcommittee is instrumental in providing programs such as the "Parents, Teachers, and Children Learning Together" conference.

From the inception of the program, all kindergarten children were screened for vision, hearing, basic motor skills, language, and social and emotional development. Following screening, information about a child is shared and discussed at a school review team meeting by the personnel who have been involved with the child.

This review team, which exists in every school, consists of the principal, kindergarten teacher(s), resource teacher, school nurse, Child Guidance Clinic representative, Early Childhood/Primary Consultant or Coordinator, and basic motor resource teacher. The primary function of this team is to coordinate the information obtained from the screening activities, to review and recommend follow-up plans, and to ensure that follow-up for the child is actively pursued. The review team is one means whereby the pooling of resources of the School Division and community can be facilitated in the interest of the child.

A committee consisting of nursery, kindergarten, and grade one teachers; resource teachers; Early Childhood/Primary Coordinator and Consultants; and speech and hearing clinicians developed an observational checklist with an accompanying handbook. This handbook was designed to discuss the Early Identification Program to define the areas of observation, to suggest ways of observing specific behaviours within the regular classroom, to provide a developmental growth span for each of the areas under observation, and to assist teachers with their programming based on the needs perceived through these observations.

### 13. Nursery Program

In 1965, the Superintendent of The Winnipeg School Division No. 1 recommended that nursery schools be established in the lowest socio-economic areas first and the highest socio-economic areas last. The nursery program began on an experimental basis in September 1965 at David Livingstone School "to enrich the education of children whose opportunities for learning needed strengthening". The program was successful, and in September 1966, classes were opened in three more schools. From this point on, the expansion of the nursery program has followed the pattern as recommended in 1965.

At the present time, nursery programs are offered in all schools offering English language instruction.

### 14. English Language Development for Native Students (ELDNS)

The goal of this program is to assist Native students with identified language needs in order that they may participate to their full potential in the overall school program. Objectives include:

- To identify the levels of proficiency in both oral and written language to provide appropriate programming for students.
- To design, implement, and monitor a language development program (K - 9) through a collaborative approach.
- To identify appropriate materials.
- To encourage Native cultural events and other activities that will continue to develop an appreciation of the Native students' own cultures.

### 15. Nutrition Program

The Nutrition Program has been in place in the Winnipeg School Division since the spring of 1975. The program was instituted in response to a need identified by schools that many inner city students were coming to school without adequate nourishment which was believed to be associated with a decreased potential to learn, high absenteeism, frequent respiratory illnesses and infections, reduced attention span, and classroom behaviour problems.

## 16. Migrancy Program

The Migrancy Teacher Program was developed in 1978 in response to increasing rates of student/family mobility and attempts to make the new student entry/transfer between schools as successful as possible. The specific objectives are:

1) To assess students who transfer in to each school and assign the most appropriate classroom placement based on this assessment.
2) To receive information from the sending school regarding the students as soon as possible.
3) To orient new students and their parents to the school program.
4) To follow-up new students after placement to ensure that appropriate programming is provided.
5) To monitor the attendance and adjustment of new students for their first term.
6) To transfer responsibility for specific students to the teams at weekly team meetings.
7) To ensure that the testing required is done and the information passed on to the staff involved with the student.
8) To work closely with the resource teacher to:
   - identify appropriate programs for new students;
   - cooperate on testing or clinic referrals;
   - provide backup materials and supports to high need students during initial adjustment period.
9) To coordinate the information from the various agencies involved with the students.
10) To develop and conduct an extensive school orientation program for transfer-ins.

## 17. Inner City Education

The Winnipeg School Division No. 1 has consistently recognized and addressed the special needs of students attending inner city schools. Research and past experience have identified a number of factors which appear to be related to the achievement of the individual student in school. The factors which have been identified as applicable in the Winnipeg School Division are:

- unemployment;
- single parent families;
- language spoken in the home other than French or English;
- mobility rate of the students in the schools.

These factors vary as to their impact on the schools and on the individual student. A number of special and/or compensatory projects have been developed to support students attending schools with inner city characteristics. Eligible schools apply for funding on an annual basis for projects which offer programming to inner city students to develop the skills required to access a broad range of education programs (both at the public school and postsecondary level) and take advantage of employment opportunities.

Program objectives are:

1) To identify the specific needs of inner city students including the development of basic literacy, mathematical, and social skills.
2) To provide curricula that are appropriate to address the need of inner city students through the adaptation of existing curricula or the development of additional curricula in specific areas.
3) To identify new initiatives required in programming to address identified needs.
4) To identify the professional development needs of the instructional and support staff and to provide professional development programs to address these identified needs.
5) To emphasize the importance of parental involvement in the educational process for their children recognizing the importance of this involvement early in the school life of the child.
6) To address the social/emotional needs of students.

### 18. Early School Years Project

The Early School Years Project was established in three inner city schools (Pinkham, Strathcona, Victoria-Albert) to provide an enriched educational environment for children in nursery and kindergarten. The primary focus is on language development and on supporting parents in their involvement in the education process of their children. The objectives of the program are to:

1) Develop an educational program which provides direct language interaction between the adults in the classroom and the students. This program will be designed specifically to enhance receptive language skills, expressive language skills and problem-solving skills.
2) Develop an educational program which will enhance the social development of the students. Specific areas to be included are:
   - self-concept;
   - attitude toward school;
   - classroom behaviour;

- child/child interactions;
- child/adult interactions;
- attitude toward learning;
- emotional development.

3) Provide an enriched activity-based environment.

## 19. Transportation

The transportation of pupils within the Division is governed by the Public Schools Act (Sections 43 - 47), Manitoba Regulation No. 465/88R under the Public Schools Act, and Division Policy EEA (Appendix VI-A).

Special education students who have physical, mental, and/or emotional disabilities are provided with school bus transportation on a door-to-door basis. Some of these students are confined to wheelchairs or have braces or use canes to walk.

As of September 1, 1989, 347 students were being transported by school bus under this category. Fourteen of the Division's school buses are equipped with electric hydraulic hoists and wheelchair systems. Students may also be provided with bus tickets where they can safely utilize transit service. As a result of the regionalization of programs, 288 students were transported in 1990/91.

Transportation for students entering special education programs is authorized by the Service Director of Special Education or consultants as determined in the intake/entry conference.

The general practice is to provide transportation by school bus or taxi for students under ten years of age who do not live within walking distance from the program (more than three-quarters of a mile).

Students ten years of age and over are encouraged to travel by transit in order to help them gain a sense of accomplishment and independence. Two tickets a day are issued to each student who does not live within walking distance from the program by the school which the student attends as arranged with the Transportation Department by Special Education personnel.

## 20. Non-Resident Arrangements

All non-resident children entering a Winnipeg School Division No. 1 Special Education program must be in possession of a non-resident permit.

Non-resident applications for Division-wide special education programs are authorized by the Service Director of Special Education (Appendix VI-B).

## 21. Special Materials and Equipment

A variety of special equipment and materials to support and facilitate the learning of special education students has been purchased by the Winnipeg School Division, either centrally or through local school project funds. This includes computers, software, and adaptive equipment for students with sensory and physical handicaps. Additional adaptive equipment has been purchased or loaned through a variety of sources outside the Division; this equipment is serviced and maintained by School Therapy Services and the Child Guidance Clinic. Apartments for life skills programs were also fully equipped.

Centrally purchased equipment includes:

- 2 Touch Windows, 1 cover pad, 2 Echo Speech Synthesizers, software (Winnipeg South Mini Area - Special Education Centres);
- 10 computers, variety of software (Lord Roberts School);
- 1 computer, 1 printer, variety of software (Inkster School)
- Specialized therapy equipment to open new program (Inkster School)
- 3 computers, 1 printer, 1 optical indicator (Norquay School);
- 4 computers for loan, 1 VCR (VHS) (Central);
- 1 projector, 6 tape recorders, 12 typewriters (Low Vision Program).

## 22. Building Modifications

The Winnipeg School Division is continuing to implement its policy of integration and programming for students with multiple and physical handicaps. As a result of integrating students in their home schools, several building modifications have been made and/or requested, and we are working toward having all buildings handicap accessible.

Several building modifications have been completed in the past year and others have been identified for assessment (Appendix VI-C).

# Appendix

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|---|---|
| **SUBJECT:** | **TRANSPORTATION OF PUPILS** |
| **APPROVAL DATE:** | June 14, 1983 |
| **REVISION DATE:** | April 8, 1986 |
| **PAGE:** | 1 of 1 |

That effective September 1, 1983, the following statements replace all existing policies, regulations and practices of The Winnipeg School Division No. 1 regarding the transportation of pupils:

1. The Winnipeg School Division No. 1 will provide for transportation services where necessary and subject to Division regulations, the Public Schools Act and regulations thereto and the Highway Traffic Act:

   1.1 for pupils enrolled in special education programs or certified handicapped by a medical doctor (Exhibit 1)

   1.2 for pupils involved in special situations related to safety hazards (Exhibit 2)

   1.3 for pupils enrolled in other special programs or enrolled in classes relocated due to the closing of a local school

   1.4 for kindergarten, grade one and grade two pupils enrolled in an alternative program within a designated catchment area (Exhibit 3)

   1.5 for kindergarten to grade six pupils enrolled in a language program within a designated catchment area

   1.6 for individual pupils assigned by the Division to a program or school other than the home school

   1.7 for individual pupils on compassionate grounds as determined by the Superintendent of Elementary Schools or the Superintendent of Secondary Schools

   1.8 for pupils involved in physical education, music, language field trips and other school planned and supervised trips.

2. Within the framework of Division policy the Board hereby authorizes the Chief Superintendent:

   2.1 to administer the Division policy on pupil transportation

   2.2 to make additions, deletions and changes to the transportation system when necessary to meet the needs of the Division for the safe transportation of pupils

   2.3 to provide in the Superintendent's Report notification of any changes in regulations as an item of information, the effective date in no case to precede or coincide with the date of the meeting at which such report is made.

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|---|---|
| SUBJECT: | TRANSPORTATION OF PUPILS |
| APPROVAL DATE: | June 14, 1983 |
| REVISION DATE: | May 1, 1984 |
| PAGE: | 1 of 4 |

Regulations governing procedures and operations for the delivery of pupil transportation services as determined by the Chief Superintendent and confirmed by the Board June 14, 1983.

1. **Procedure for Application**

1.1 The Coordinator of Transportation and Permits under the general direction of the Secretary-Treasurer shall be responsible for the implementation and operation of pupil transportation within Board policy and these regulations.

1.2 All requests for transportation services shall be made in writing to the Coordinator of Transportation and Permits.

1.3 Upon determining the eligibility of the request within Board Policy and these regulations the Coordinator of Transportation and Permits shall then make appropriate arrangements for transportation services by school bus, transit bus ticket, taxi or public carrier buses, or payment in lieu thereof.

1.4 A transportation allowance may be paid to the parent or guardian of a pupil resident in the Division attending school in another Division for an educational program not offered in The Winnipeg School Division No. 1. Upon submission and approval of a statement of claim to the Transportation section at the end of each month the allowance shall:

(a) be equivalent to the cost of using City of Winnipeg Transit for pupils in grades seven to twelve;

(b) be equal to the lesser of, the cost of transportation provided by the parent or guardian, or the transportation grant received by the Division, for pupils in kindergarten to grade six.

1.5 If requested, transportation service may be provided on a fee basis under the following conditions, to pupils who, under Board Policy, do not qualify for school bus transportation.

(a) agreement by parents that if the seat is required at a later date for a pupil who qualifies for transportation, the parents would have to make other arrangements within seven (7) days' notice;

(b) service would be offered on a first-come first-served basis and the last request received on any particular route would be the first to be requested to make alternate arrangements if the space were required;

1. **Procedure for Application** (continued)

(c) buses would not be rerouted to accommodate such pupils and the size of the buses on routes would not be altered unless the cost would be recovered;

(d) there would be no transportation within the 3/4 mile boundary of the program/school.

Board: September 6/83, MBP 757

2. **Distance Requirements**

2.1 Daily transportation to and from school as provided for in the Board Policy statement, sub-sections 1.3, 1.4, 1.5, and 1.6 is subject to the following requirements: -

(a) that in all cases the resident address of the pupil shall be used to determine the eligibility of a student to be transported;

(b) that all measurements shall be from the nearest point of the residence property to nearest point of public access to the school grounds;

Board: May 1/84, MBP 545

(c) that the minimum distance for elementary pupils to qualify shall be as follows:

Grades K - 2 - 1.2 kilometers (3/4 of a mile)
Grades 3 - 6 - 1.6 kilometers (1 mile)

(d) that the minimum distance for junior and senior high pupils to qualify shall be 2.4 kilometers (one and one-half miles).

2.2 Pupils who are physically handicapped or certified by a medical doctor as temporarily handicapped shall be exempt from the distance requirements.

2.3 Unless otherwise provided for in the Board Policy statement, no transportation will be provided for pupils attending a school designated as their home school or pupils choosing to attend a school other than their home school.

2.4 Pupils in kindergarten, grades one and two choosing to attend a language or alternative program outside the program catchment area where their residence is located, do not qualify for transportation privileges.

| | |
|---|---|
| SUBJECT: | TRANSPORTATION OF PUPILS |
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3. **Pick-up and Drop-Off**

3.1 Bus routes will be established in relation to the resident address of the pupils to be transported.

3.2 School bus stops shall be on public thoroughfares at locations to be determined by the Transportation Department.

3.3 Special Education and handicapped pupils may be picked up and returned to the home when necessary because of their handicap.

3.4 In all cases where transportation service is being provided, the pick-up and return drop-off shall be at the same location unless alternative arrangements can be made within existing bus routes.

Board: May 1/84, MBP 545

4. **Safety**

4.1 Parents or guardians shall be responsible to see children safely to and from the school bus or taxi.

4.2 In respect of conduct and discipline for transported pupils:

(a) The principal of a school whose pupils are being transported in the school bus has the same disciplinary authority over the conduct of the pupils during the period in which they are in, entering upon, or alighting from the school bus, as provided by regulations made under the Education Administration Act.

(b) Where a pupil in a school bus persists in conduct likely to be detrimental or hazardous to the welfare of the passengers, the principal has the same authority as is provided by regulations made under the Education Administration Act.

(c) The driver of a school bus shall promptly report to the principal any misconduct of children while entering, leaving, or being conveyed in a vehicle under his/her charge.

4.3 Where pupils are to be transferred by chartered bus for field trips, extra curricular or other activities, the principal shall ensure that responsible adult supervision other than the driver is provided.

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5. General

5.1 Principals arranging transportation services for supervised activity trips may use school buses, transit bus tickets, taxi, public carrier buses, trains, commercial passenger airlines, rented vehicles, staff and volunteer cars or station wagons. When staff or volunteer cars are utilized, the vehicle must have proper insurance coverage and all drivers must possess a valid Driver's License.

5.2 Due consideration must be given to transportation service, safety, efficiency and costs when pupils are being assigned to a school or program.

5.3 With the approval of the appropriate Superintendent and without shortening the instructional time, school or program times may be adjusted to improve efficiency or reduce costs in transportation.

SUBJECT: TRANSPORTATION OF PUPILS

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REVISION DATE:



1. **Special Programs**

In accordance with Section 1.1 of Board Policy EEA, pupils in the following programs or situations may qualify for transportation service by school bus, taxi, or bus tickets.

Alexander Place
Assessment Program
Aural Rehabilitation Program
Day Treatment Program
Developmental Education
Language Disorders
Learning Assistance Centre
MACLD
Multiply Handicapped
Physically Handicapped
Rehabilitation Centre for Children
St. Amant Centre
Special Needs
Temporarily Handicapped
Trainable Mentally Handicapped
Visually Handicapped
Work Experience

| | |
|---|---|
| SUBJECT: | TRANSPORTATION OF PUPILS |
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2. Special Situations

The following special situations have been identified in accordance with section 1.2 of Board Policy EEA:

2.1 Gladstone School

Students in kindergarten, grades 1 and 2 who reside in the area bounded by St. Mary's Avenue, Main Street, Assiniboine River and Osborne Street (formerly the Alexandra School catchment area) will be bused to and from Gladstone School.

2.2 Gladstone and Fort Rouge Schools

i) Students who reside north of the Assiniboine River and who must cross the Main Street Bridge to Fort Rouge or Gladstone Schools will be provided with transit tickets.

ii) That children from Fort Rouge School, living North of the Assiniboine River who were transferred to Gladstone School effective September, 1983 be bused to Gladstone School.

2.3 Lord Roberts School

Those students who reside in the area that includes the length of Parker Avenue, which is a residential street within the Division boundary that is segregated from the rest of the Division by The Pembina Highway-Jubilee Interchange and the C. N. railway yards and is over one mile from Lord Roberts School will be bused to Lord Roberts School, with Students in grades 1 to 6 remaining at school for lunch and students in nursery and kindergarten being enrolled in morning classes as much as possible.

2.4 Mulvey School

Those students in kindergarten, grades 1 and 2 who reside in the area bounded by Portage Avenue, Memorial Boulevard, Osborne Street, Broadway Avenue, and Young Street (formerly part of the Alexandra and Isbister Schools' catchment areas) and which is more than 3/4 mile from school will be transported by school bus on the basis of four trips per day.

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2.5 Norquay School

Those students in kindergarten, grades 1 and 2 who reside in the area bounded by Higgins Avenue, the Red River, Market Avenue and Main Street (formerly the Argyle School catchment area) and which is more than 3/4 mile from school will be transported by school bus on the basis of 4 trips per day.

2.6 Garden Grove School

i) Those students in kindergarten to grade 6 who reside in the area bounded by Tallman Street, Lucas Avenue, No. 6 and 7 P.T.H. Commercial Avenue, Keewatin Street and Inkster Boulevard, will continue to be transported by school bus to and from Garden Grove School.

ii) Those students in kindergarten, grades 1 and 2 who reside in the area bounded by King Edward Street, Inkster Boulevard, Keewatin Street and a line running south of Kinver Avenue and Fuga Bay to King Edward Street, and who reside more than 3/4 mile from school will continue to be transported by school bus to and from Garden Grove School. Those students in grades 3 to 6 who reside in the same area and are more than one mile from school will be supplied with transit tickets.

2.7 Sisler High School and Andrew Mynarski Jr. High School

For the area bounded by Keewatin Street, Selkirk Avenue, No. 6 and 7 P.T.H. and the Division boundary on the north, those students who reside north of Inkster Boulevard will continue to be transported by school bus to either Sisler or Andrew Mynarski School, at their option, and students who reside south of Inkster Boulevard will be provided with transit tickets to attend either Sisler or Andrew Mynarski School, at their option.

SUBJECT: TRANSPORTATION OF PUPILS

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REVISION DATE: June 11, 1985



3. **Boundaries**

Boundaries for transportation of students enrolled in language or alternative programs in accordance with Section 1.4 of Board Policy EEA are as follows:

FRENCH IMMERSION PROGRAMS

| SCHOOL | NORTH | SOUTH | EAST | WEST |
|---|---|---|---|---|
| Brock Corydon | Grosvenor C.P.Tracks Kingsway | Fleet | Cambridge | Edgeland |
| Grosvenor | Assiniboine River | C.N.Tracks | Daly C.N.Tracks | Cambridge |
| Sir.Wm.Osler | Fleet | C.N.Tracks | Cambridge | Kenaston Blvd |
| Riverview | Assiniboine River | Red River | Red River | Daly and Pembina |
| Robert H. Smith | Assiniboine River | Grosvenor C.P.Tracks Kingsway Tuxedo | Cambridge | Edgeland |

Garden Grove: Combined English Program boundaries for Garden Grove and Tyndall Park Schools.
LaVerendrye: Portion of the Division south of the Assiniboine River.
Lansdowne: Portion of the Division north of the C.P.R. Yards.
Sacre Coeur: Portion of the Division between the Assiniboine River (south) and the C.P.R. Yards (north) and including the Elmwood area.

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3. **Boundaries** (continued)

| | |
|---|---|
| English-Ojibway Program<br>English-Hebrew Bilingual Program<br>English-Ukrainian Bilingual Program | Winnipeg School Division No. 1 boundaries |
| Luxton Alternative Program | Portion of the Division which is north of the C.P.R. Tracks and the Elmwood area. |
| Montrose Alternative Program | Portion of the Division which is south of the Assiniboine River. |
| Wolseley Alternative Program | Portion of the Division which is north of the Assiniboine River and south of the C.P.R. Tracks. |

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|---|---|
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General Limitations

43 (1) Subject to the provisions of this Act and the regulations, in all cases where transportation of pupils is required, it shall be provided for those pupils who would have more than one mile to walk in order to reach school, and, further, provision for transportation from home to school shall be made regardless of distance for those pupils who are unable to walk to school because of physical or other handicaps.

Requirements

43 (2) Subject to subsection (1) and the regulations, each school board shall provide or make provision for the transportation of all resident pupils to and from school or may pay all or part of the living expense of such pupils in lieu of providing transportation.

Compensation to Parent for Transporting

43 (3) Subject to subsection (6) and the regulations, where a school board is required to provide transportation of pupils to and from school, if for any reason a pupil of the school division or school district is not conveyed to school in a school bus, or is conveyed to and from a point more than 1/2 mile from the residence of the pupil, the parent or legal guardian of the pupil is entitled to receive compensation from the school division or school district for the transportation of the pupil as provided in this section.

Frequency of Payment

43 (4) The compensation referred to in subsection (3) shall be paid by the school board to the parent or legal guardian at a rate established by the school board and at least once a month or as mutually agreeable to the parent or legal guardian and to the school board, for each day the pupil is so transported.

Calculation of Distance

43 (5) In calculating distance relating to the transportation of pupils, the shortest travelled route available to the pupil shall be used and no account shall be taken of the distance to be travelled by the pupil over the property of the parent or legal guardian on which the residence of the pupil is situated.

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Limitation on Duty to Provide Conveyance

43 (6) Subject to the regulations and subsection (1), no school board shall be required to extend a transportation route beyond the boundaries of the school division or school district, and nothing herein requires the school board to provide for the conveyance of a pupil to and from a point closer than 1/2 mile from the residence of the pupil.

Insurance Required

44 The school board shall enter into an agreement with any insurer licensed and authorized to carry on insurance business in Manitoba, to indemnify the school division or any conveyor under agreement or under the authority of an agent of the school board against loss or damage resulting from bodily injury to or death of any pupil being conveyed and against any other peril that may arise as a result of the conveyance of pupils.

Minister may Deduct Premium From Grant

45 The minister may enter into an agreement for and on behalf of, or as agent for, any one or more school divisions or school districts with any insurer licensed to carry on the business of insurance in the province, insuring the school division or school divisions, or the school district or school districts, as herein provided and the minister may deduct the premium payable in respect of a school division or school district so insured from the moneys payable as grants to the school division or school district as the case may be.

Regulations Respecting School Transportation

46 The Lieutenant Governor in Council may make regulations that are ancillary to and not inconsistent with any provisions of this Act respecting the standards of transportation provided by school divisions and school districts for pupils and without restricting the generality of the foregoing, the Lieutenant Governor in Council may make such regulations, not inconsistent with the provisions of this Act

(a) respecting the duties, powers and functions of drivers of vehicles used for such transportation, of persons contracting for such transportation, and of school officials, principals and teachers in respect of such transportation;

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Regulations Respecting School Transportation (continued)

46 (b) respecting the testing of vehicles used for such transportation and the testing of the drivers thereof;

(c) respecting the use of vehicles used for such transportation, for purposes other than such transportation;

(d) prescribing standards and specifications to be met and maintained respecting vehicles used for such transportation and equipment thereon, and prescribing procedures for the enforcement of such standards and the persons who may enforce such standards;

(e) respecting the powers and duties of school patrols in respect of such transportation and the vehicles used therefor;

(f) prescribing rules of safety including emergency procedures to be followed in respect of such transportation and the vehicles used therefor, by the drivers thereof, the students, and the school officials, principals and teachers.

Approval of Transportation

47 No support shall be provided under Part IX in respect of transportation of pupils unless all requirements of this Act and the regulations respecting transportation of pupils have been met.

Application for Admission of Non-Resident Student to a School in
THE WINNIPEG SCHOOL DIVISION NO. 1
in Special Education - under Section 41(5)(6) of The Public Schools Act

School _____

Program _____

SECTION I

Date _____

Name of Student _____ Birthdate _____
(given name) (surname)

Parents' Names _____
(mother) (father) (Please give Postal Code)

Parents' Address _____

Home School Dist. or Div. _____ Does it provide program desired? _____

Pupil will reside with _____ Relationship _____

Street Address & Postal Code _____ Phone No. _____ (residence) (business)

Reasons for pupil not attending school in home school division: _____

_____

SECTION II - Certain requirements must be met for a pupil to qualify for special education classes. Please supply as much information as possible to support such placement.

Program desired _____ Grade or Level _____

School last attended _____ Year _____ Grade or level _____

What special education, if any, has the pupil had in the past? _____

Handicaps (mental, physical and emotional problems) _____

Check any reports which you can supply and enclose copies:

_____ psychological test results _____ medical report

_____ standardized achievement tests _____ school report

Provide name and address of contact person should further information be required:

Name Address Phone

SECTION III

Approved as to placement: _____

Service Director, Special Programs
Child Guidance Clinic

SECTION IV - (This certificate is required to be signed by the Secretary-Treasurer of the Home School Division)

I hereby certify that the parents of the above pupil are bona fide residents of The _____ _____School Division No._____, that this School Division does not provide the program desired, and that this School Division will pay residual costs of the education herein applied for, for the school year _____, 19___ to June 30, 19____, pursuant to Section 41(5)(6) of The Public Schools Act.

Date _____ Secretary-Treasurer _____

The _____ School Division No._____

NOTE: It will be the responsibility of the Home School Division to provide any transportation required unless the pupil resides in the Winnipeg School Division in which case the cost of any necessary transportation will be included in the amount to be paid by the Home School Division.

INSTRUCTIONS: The regulations of the School Division provide that a non-resident pupil will not be admitted to school until he has secured a permit from the office of the Secretary-Treasurer of the Winnipeg School Division. (a) Sections I and II are to be completed by the Superintendent of Schools at the Home School Division or other authorized person. (b) Section III approved as to placement by Child Guidance Clinic of Greater Winnipeg. (c) Section IV is to be signed by the Secretary-Treasurer of the Home School Division. (d) The completed form should be forwarded to Special Education, Child Guidance Clinic, 700 Elgin Avenue, Winnipeg, Manitoba. R3E 1B2.

NOTE: Applications for non-residents to attend Special Education classes will be dealt with after all resident pupils have been placed and their acceptance will be subject to accommodation being available.

## SCHOOLS WITH WHEELCHAIR ACCESSIBILITY

As At June 17, 1991

| School | Accessible From Exterior | Accessible To All Floors | Access to Other Floors By | Washroom Accessible |
|---|---|---|---|---|
| Andrew Mynarski | Yes | Main Floor | --- | Main Floor |
| Argyle | Yes | Yes | Elevator | Yes |
| Brock-Corydon | Yes | Yes | Elevator | Main Floor |
| Carpathia | Yes | 1 Storey | --- | Yes |
| WAEC - A.P.P.T. | Yes | Main Floor | --- | Main Floor |
| Cecil Rhodes | Yes | Yes | Elevator | Main Floor |
| Champlain | Yes | Yes | Elevator | Yes |
| Churchill High | Yes | **Note 1** | Elevator | Main Floor |
| Daniel McIntyre | Yes | Main Floor | --- | Main Floor |
| Ellen Douglass | Yes | Yes | Elevator | No |
| Elmwood High | Yes | Main Floor | --- | Main Floor |
| Faraday | Yes | Yes | Elevator | Main Floor Gym |
| Fort Rouge | Yes | Yes | Elevator | Yes |
| Garden Grove | Yes | 1 Storey | --- | Yes |
| General Wolfe | Yes | Yes | Ramp | Yes |
| Gladstone | Yes | Main Floor | --- | No |
| Gordon Bell High | Yes | Main Floor | --- | Main Floor |
| Grant Park High | Yes | Yes | Elevator/Ramp | Yes |
| Hugh J. Macdonald | Gym Only | Gym Only | --- | Gym Only |
| Inkster | Yes | 1 Storey | --- | Yes |
| John M. King | Yes | Main Floor | --- | Main Floor |
| Kelvin | Yes | **Note 2** | Elevator | No |
| Kent Road | Yes | 1 Storey | --- | Yes |
| King Edward | Yes | Yes | Ramp | Yes |
| Lansdowne | Yes | 1 Storey | --- | No |
| Laura Secord | Yes | Yes | Elevator | Yes |
| Lord Roberts | Yes | Main Floor | --- | Main Floor |
| Lord Selkirk | Yes | 1 Storey | --- | Yes |
| Luxton | Yes | Gym Only | --- | Gym Only |

## SCHOOLS WITH WHEELCHAIR ACCESSIBILITY

As At June 17, 1991

| School | Accessible From Exterior | Accessible To All Floors | Access to Other Floors By | Washroom Accessible |
|---|---|---|---|---|
| Machray | Yes | 1 Storey | --- | Yes |
| Meadows West | Yes | 1 Storey | --- | Yes |
| Montrose | Yes | 1 Storey | --- | No |
| Norquay | Yes | 1 Storey | --- | Yes |
| Pinkham | Yes | Yes | Elevator | Yes |
| Prince Charles | Yes | 1 Storey | --- | Yes |
| R. B. Russell | Yes | Main Floor | --- | No |
| Ralph Brown | Yes | 1 Storey | | Yes |
| River Elm | Yes | Main Floor | --- | No |
| Riverview | Yes | Gym Only | --- | Gym Only |
| Robertson | Yes | 1 Storey | --- | Yes |
| St. John's High | Yes | Main Floor | **Note 3** | Yes |
| School Board Office | No | No | **Note 4** | No |
| Shaughnessy Park | Yes | Yes | --- | Main Floor |
| Sir William Osler | Yes | 1 Storey | --- | Yes |
| Sister MacNamara | Yes | Yes | Elevator | Yes |
| Stanley Knowles | Yes | Yes | Elevator | Yes |
| Tec Voc | Gym Only | Gym Only | **Note 5** | Gym Only |
| Tyndall Park | Yes | 1 Storey | --- | No |
| Victoria-Albert | Yes | Gym Only | --- | Gym Only |
| Wellington | Yes | Main Floor | --- | No |
| Weston | Yes | Main Floor | --- | No |
| William Whyte | Yes | Yes | Elevator | Yes |
| Wolseley | Yes | 1 Storey | --- | Yes |

## NOTES

1. **Churchill:**
   - Accessible all floors except cafeteria

2. **Kelvin:**
   - Accessible all floors except cafeteria

3. **St. John's High:**
   - Public Schools Finance Board being requested for elevator in 1992

4. **School Board Office:**
   - Board has approved addition of elevator to access Board room

5. **Technical Vocational:**
   - Public Schools Finance Board to assess to make handicap accessible to include elevator and washrooms

THE WINNIPEG SCHOOL DIVISION NO. 1

## BUILDING MODIFICATIONS

1990/91

| | | |
|---|---|---|
| Brock Corydon | - | elevator, washroom, and therapy room |
| Isaac Newton | - | handrails, lowering of door pulls |
| J.B. Mitchell | - | entrance ramping, washrooms, and adaptive washroom |
| Mulvey | - | adaptive washrooms |
| Norquay | - | second adaptive washroom |
| Administration Bldg. #2 | - | adaptive washrooms |

New buildings and additions are provided with handicap facilities. Handicap facilities are being designed into Champlain, Robert H. Smith, and Lucas Avenue.

Time-Out Rooms

Have been upgraded and/or built at:

| | | |
|---|---|---|
| Carpathia | - | scheduled |
| Florence Nightingale | - | upgraded |
| Isaac Newton | - | completed |
| Luxton | - | upgraded |
| Lord Nelson | - | upgraded |

Gordon Bell and Victoria-Albert have been identified for possible construction of time-out rooms for 1991/92.

Plans for 1991/92/93

| | | |
|---|---|---|
| Clifton | - | ramp for access |
| Sargent Park | - | ramp for access |
| Churchill | - | life skills area, adaptive washroom |
| Lucas | - | life skills area |
| Lord Roberts | - | life skills area |
| Riverview | - | visual fire alarm in washroom |
| Inkster | - | adaptive washroom |
| Robert H. Smith | - | adaptive washroom |
| St. John's | - | adaptive washroom |
| Tec-Voc | - | adaptive washroom |

15/07/91

## Section VII - Professional Development

*Kaleidoscopes: Project Change*

1. **Summary of Activities**

2. **Professional Development Plan for 1991/92**

3. **Facilitating Adult Change - Projects LEARN and ROLES**

4. **Facilitating Student Change - Project CHAMPS**

# Kaleidoscopes: Project Change

The Winnipeg School Division recognizes the need for and supports ongoing professional development at various levels. Professional development is organized by individual, school, catchment area, and Division-wide. A list of professional development contributions by the staff of the Special Education Department is included in Section 1.8. In general, the efforts for different target groups included the following.

## 1. Summary of Activities

There was a continued emphasis on developing attitudes and skills supportive of integrated student placement. The Division provided orientation opportunities on both a Division-wide and individual school level as requested. In addition, the resource personnel of the Special Education Department were available to individual teachers through regular contact with all schools.

### 1.1 Resource and Other Referring Teachers

Staff who refer students to Special Education must know the procedures and standards which are required for entry. The Special Education Department offered mini inservices on referral procedures and coaching assistance at a prereferral stage.

### 1.2 Special Education Teachers

For most students assigned special education supports, there are special education teachers in the school who provide primary support. A variety of informal professional development was offered to these teachers. All had regular contact from Special Education Department staff to help with specific procedures and general program development. The department staff also facilitated catchment area sharing and support groups, Division-wide study groups, and individualized peer visits and coaching.

The Special Education Department staff also arranged and often facilitated formal professional development opportunities in response to identified teacher needs. This included workshops in specific inter-

est areas such as abuse prevention for students with developmental disabilities and curriculum development for identified subgroups within the special education population. It also included arranging training around individual students, often provided by personnel from other community agencies. For instance, particular teachers received training in airway management for students likely to choke on food and others received information on learning implications after traumatic brain injury.

### 1.3 Principals

All principals of special education programs, which means most principals in the Division, had regular contact with Special Education Department staff. Much of that contact was in the nature of individual professional development. In addition, department staff presented at the Principals' Conference and at catchment area principals' meetings. For the first time, the Division offered workshops on Non-Violent Crisis Intervention specifically for principals.

### 1.4 Teacher Assistants

The primary effort in professional development for teacher assistants remained skill specific. Non-violent crisis intervention, first aide, CPR, and airway management instruction were offered either in workshops or by individual arrangement. General topics were addressed through arrangements made by the schools. There is an ongoing committee in the Division charged with identifying a professional development process for teacher assistants.

### 1.5 Students

The Division continues to recognize that meaningful change in community attitudes and skills must include attention to the development of those students who do not have disabilities. Towards this goal, there were orientation training events offered to individual classes and whole schools. In addition, peer support strategies continue to be a focus of instructional modifications that are presented to teachers. One school made a start on the "Circle of Friends" strategy and another committed to it as a future strategy.

### 1.6 Division Level Special Education Staff

Includes the staff of the Special Education Department. These teachers and consultants must be up-to-date on best practices as a team. The Division gave financial support for attendance at many local training events. The Division also supported time off for participation in other local and out-of-town training. While the Department staff continued to focus on their individual areas of expertise, as a group they emphasized development of their collaborative and problem-solving skills through inservices supported by the Division.

### 1.7 Clinicians and Related Services

Professional development supports to these groups mostly meant catchment area and school groups receiving either presentations or ongoing support from Special Education Department staff. The consultant assignments were reorganized on a catchment area basis for this past year, so Child Guidance Clinic units had relevant contact with the consultant assigned to their areas.

### 1.8 Professional Development Assistance Provided

Following is a partial list of topics presented and areas of other assistance provided by staff of the Special Education Department during 1990/91.

Topics Presented:

- Abuse Prevention for Students with Developmental Disabilities
- Active Learning Accommodations
- Active Learning Strategies for Language Development
- Advocacy (panel member)
- Behaviour Modification - Contracting
- Bridge Reading Program
- Cerebral Palsy Orientation
- Classroom Behaviour Plans/Management
- Collaborative Thematic Planning
- Cooperative Learning
- Developing and Writing IEP's
- Diagnostic Techniques and Materials
- Educating the Deaf and Hard of Hearing Child
- Fine Motor Development
- Graphic Organizers
- Hearing Impairment as it Affects Schooling

- How to Deal with Abuse Disclosures
- How to Write Short-Term Goals
- Implementing IEP's
- Individual Behaviour Plans/Management
- Identification and Assessment of At-Risk ESL Students
- Learning Disabilities in Adults
- Learning Styles
- Life Skills Programming
- Low Incidence Funding Requests
- Mainstreaming in Elmwood High School
- Mainstreaming Issues (panel member)
- Making Mainstreaming Work
- Managing the Disruptive Child
- Materials for Elementary Special Education
- Materials for Junior High Special Education
- Modifying Programs for Special Learners in Regular Classes
- Needs Assessment for St. John's Area Special Education Teachers
- Open-Ended Curricula
- Orientation for New Special Education Teachers
- Orientation to Transition Planning
- Planning and Running Effective Meetings
- Positive Reinforcement
- Posttraumatic Stress Disorders
- Process Writing
- Prosocial Skills Building
- Referral Process Model
- Role of the Special Education Resource Teacher
- Scoptic Vision
- Setting Up Centres
- Special Education Overview and Philosophy
- Stay In School Program (panel member)
- Steps to Integration
- Strategic Learning in Concept Areas
- Structured Whole Language Approach
- Teacher Assistance Teams
- Teamwork
- Thematic Teaching
- Training Workshop for Adult Services Workers (panel presenter)
- Transition Planning for Adulthood
- Transition Process from Elementary to Junior High
- Unit Planning to Accommodate Students with Special Needs
- Using Picture Cues for Activity Transitions
- What's New in Special Education

Other Areas of Assistance:

- Assisting with organization of a Reading Recovery Program
- Assistance to substitute teachers
- Developing alternative instructional strategies
- Developing a recommended list of materials for special needs
- Facilitating computer demonstrations
- Facilitating development of a SERT procedures manual
- Facilitating program visits
- Facilitating teacher sharing sessions
- Facilitating team planning
- Representation on various community/provincial boards and committees

## 2. Professional Development Plan for 1991/92

The Division is moving to school-based professional development planning. Thus, there will be less opportunity to lay on Division-wide inservices but greater opportunity to work with school staffs and identified groups to plan and deliver relevant training. In response, the Special Education Department will develop a school-based professional development plan with each school. There will be a general, open offer of Department expertise to all schools and the responsibility for selection will lie with the individual staff member or school. Samples of the offerings for 1991-92 are available in Appendix VII-A.

The department will continue to arrange study groups on identified topics and support and sharing groups for specific groups of teachers according to catchment area or interests. The Division is also arranging with the University of Manitoba to offer one or two courses for credit off-campus within the Division.

In an attempt to organize professional development in a framework that makes sense to all interest groups, the Special Education Department is beginning development of Kaleidoscopes: Project Change.

**KALEIDOSCOPES: PROJECT CHANGE**

**SYSTEMS CHANGE + ADULT CHANGE = STUDENT CHANGE**

## 3. Facilitating Adult Change - Projects LEARN and ROLES

Strategies are required to facilitate attitudinal shifts and the acquisition of knowledge and skills which will foster enabling learning environments for students. Effective teaching strategies are vital to instructional outcomes and student success. The collaboration of regular and special education teachers will allow us to broaden our focus in developing programs for children with exceptional needs.

### 3.1 Project LEARN - Leading Education Through Adult ReNewal

Project LEARN will bring adults together to foster changes in attitudes, knowledge and skills which result in enabling learning environments for students with exceptional needs.

Module 1: "Debunking the Myths" - Awareness and Sensitization, Orientation
Module 2: "The Way It Is" - Policy and Philosophy
Module 3: "Access" - Enabling Learning Environments
Module 4: "Growing Together" - Collaboration/Communication
Module 5: "ESP" - Effective Strategy Planning
Module 6: "SEEC" - Special Educators Essential Competencies

### 3.2 "Project Roles" - Resource Options Promoting Learning for Exceptional Students

Project Roles will engage professionals in the development of collaborative service delivery models which will facilitate enabling learning environments and meeting children's needs together.

Module 1: The Role of the Principal
Module 2: The Special Education Teacher - An Integration Facilitator
Module 3: Making it Work - The Classroom Teacher/School Support Team
Module 4: I'm from Central Office, I'm Here to Help (IEP's, Funding, and Other Administrivia)
Module 5: Teaching Assistants - Partners in Progress
Module 6: Meeting Children's Needs Together - Teamwork

## 4. Facilitating Student Change - Project CHAMPS

Strategies are required to create situations in which children can grown and develop in positive ways. A life span approach is essential to meeting the individual needs of students and to facilitating academic, behavioural, and attitudinal change in students.

Project CHAMPS - Children Are Making Progress in School (Knowledge, Skills, Attitude)

Module 1: TEAM - Teaching Adults About Mainstreaming - Mainstreaming Techniques That Really Work
Module 2: PITCREWS - Peer Intervention Crews, Study Buddies (Cross-age and Peer Tutoring/Counselling)
Module 3: COPE - ProSocial Skills Instruction
Module 4: Project Arch - Effective Transitions
Module 5: Project Career - Community Transition Program
Module 6: Circle of Friends
Module 7: Belonging: School As A Community

# Appendix

**WINNIPEG SCHOOL DIVISION No. ONE**
**Special Education Department**

**Professional Development Offerings for 1991-92**

**Project ROLES (Resource Options promoting Learning for Exceptional Students)**
**Module: Orientation to Special Education Requirements**

Project ROLES engages educators in the development of collaborative service delivery models. Understanding those models and one's own role will facilitate enabling learning environments and meeting children's needs together.

This half-day presentation introduces the teacher tasks that are unique to Special Education. Topics include:

- a sample yearly calendar of activities
- low incidence funding requests
- IEPs
- progress reviews and case conferences
- connecting student goals, instruction, and evaluation
- training & monitoring teacher aides
- student entries and transfers
- accessing Division supports

| | |
|---|---|
| Date: | Sept. 17, 1991 |
| Times: | 9:00-11:45 a.m. |
| Facility | Suitable for groups size |
| Audience: | Mandatory for teachers new to special education<br>Optional for all special education teachers and principals |
| Group size: | minimum: 10<br>maximum: any size facility will accommodate |
| Coordinator: | John VanWalleghem |

**WINNIPEG SCHOOL DIVISION No. ONE**
**Special Education Department**

**Professional Development Offerings for 1991-92**

**Project LEARN (Leading Education through Adult ReNewal)**
**Module: The School as Community**

Project LEARN will bring adults together to foster attitudes, knowledge and skills which result in enabling learning environments for students with exceptional needs.

Integration and mainstreaming are more than words that describe where a student will live or learn. They are ways of thinking about the kind of world we want. They are philosophies. "The School as Community" presents the philosophy of inclusive community building as it affects schools. Students, parents, teachers, and others will define and illustrate what is meant and what is possible when we think of the school as an inclusive community.

While this module is coordinated by the Special Education Department, it will include references and representatives from multicultural, native, and women's groups.

| | |
|---|---|
| Date: | Feb. 6, 1992 |
| Times: | 9:00-4:00 |
| Facility: | Suitable for group size. |
| Audience: | Open to school personnel, parents, community members. |
| Group size: | minimum: 20<br>maximum: 100 |
| Coordinator: | John VanWalleghem |

**WINNIPEG SCHOOL DIVISION No. ONE**
**Special Education Department**

**Professional Development Offerings for 1991-92**

**Project ROLES (Resource Options promoting Learning for Exceptional Students)**
**Module: What Principals Should Know About Special Education Teachers**

Project ROLES engages educators in the development of collaborative service delivery models. Understanding those models and one's own role will facilitate enabling learning environments and meeting children's needs together.

This presentation addresses the essential special education teacher competencies and tasks that principals should know about. Topics include:

- a sample yearly calendar of activities
- low incidence funding requests
- connecting with parents and other team members
- IEPs
- progress reviews and case conferences
- connecting student goals, instruction, and evaluation
- training & monitoring teacher aides
- student entries and transfers
- accessing Division supports

| | |
|---|---|
| Date: | Sept. 25, 1991 |
| Times: | 9:00-12:00 a.m. |
| Facility: | Suitable for group size. Tables or desks are required for participants. |
| Audience: | Optional for all principals. Recommended for principals new to special education. |
| Group size: | minimum: 5<br>maximum: 25 |
| Coordinator: | John VanWalleghem |

**WINNIPEG SCHOOL DIVISION No. ONE**
**Special Education Department**

**Professional Development Offerings for 1991-92**

**Project ROLES (Resource Options promoting Learning for Exceptional Students)**
**Module: Teaming Up On Student Needs**

Project ROLES engages eductors in the development of collaborative service delivery models. Understanding those models and one's own role will facilitate enabling learning environments and meeting children's needs together.

This is a combination presentation and workshop in which participants learn about and practice strategies for working as a team around individual students. Major subjects include:

- conducting meetings/conferences
- other forms of communication
- setting and monitoring team goals
- the IEP process and document
- scheduling intervention
- defining the "transdisciplinary" approach

| | |
|---|---|
| Date: | Oct. 7, 1991 |
| Times: | 9:00-4:00 |
| Facility: | Suitable for group size. Tables or desks are required for participants. |
| Audience: | teachers, principals, clinicians, therapists, teacher aides, parents, agency personnel |
| Group size: | minimum: 15<br>maximum: 40 |
| Coordinator: | Drucie Hogle |

**WINNIPEG SCHOOL DIVISION No. ONE**
**Special Education Department**

**Professional Development Offerings for 1991-92**

**Project ROLES (Resource Options promoting Learning for Exceptional Students)**
**Module: Being a Teacher Aide**

Project ROLES engages educators in the development of collaborative service delivery models. Understanding those models and one's own role will facilitate enabling learning environments and meeting children's needs together.

This presentation provides a context for the teacher aide with a special education assignment. Topics addressed include: defining special education; the general roles of teacher aides; various assignments and student needs; responsibilities for teacher aides, teachers, principals, and others; confidentiality; etc.

| | |
|---|---|
| Date: | Oct. 18, 1991 (SAG day) |
| Times: | 9:00-4:00 |
| Facility: | Suitable for group size. Tables or desks are required for participants. |
| Audience: | Optional for all teacher aides. Recommended for teacher aides new to special education assignments. |
| Group size: | minimum: 10<br>maximum: 40 |
| Coordinator: | Terry Happychuk |

**WINNIPEG SCHOOL DIVISION No. ONE**
**Special Education Department**

**Professional Development Offerings for 1991-92**

**Project CHAMPS (Children Are Making Progress in Schools)**
**Module: Developing and Writing IEPs**
**Module: Writing Low Incidence Funding Requests**

Strategies are required to create situations in which all children can grow and develop in positive ways. Project CHAMPS teaches those strategies that facilitate the inclusion of students with exceptional needs in their schools and communities.

Every student receiving special education supports must have a written individual education plan (IEP). This workshop walks the teacher through the development, writing and monitoring process.

Low incidence funding is a process by which the province partially reimburses school divisions for costs associated with some severely disabled students. This workshop provides instruction and practice in completing the required forms.

| | |
|---|---|
| Date: | Sept. 17, 1991 |
| Times: | 1:00-4:00 p.m. |
| Facility: | Suitable for group size. Tables or desks are required for participants. |
| Audience: | Mandatory for new special education teachers<br>Optional for all special education and Resource teachers |
| Group size: | minimum: 10<br>maximum: 50 |
| Coordinator: | Terry Happychuk |

**WINNIPEG SCHOOL DIVISION No. ONE**
**Special Education Department**

**Professional Development Offerings for 1991-92**

**Project CHAMPS (Children Are Making Progress in Schools)**
**Module: Planning School-to-Adult Transitions for Students with Developmental Disabilities**

Strategies are required to create situations in which all children can grow and develop in positive ways. Project CHAMPS teaches those strategies that facilitate the inclusion of students with exceptional needs in their schools and communities.

The provincial government has mandated school-to-adult transition planning for all students over 16 years who will require ongoing supports as adults. It is clear that the school will have to take a leadership position in this task. This workshop teaches teachers how to organize and facilitate transition planning and make the connection between transition plans and day-to-day instruction.

| | |
|---|---|
| Date: | Nov. 16, 1991 |
| Times: | 9:00-4:00 |
| Facility: | Suitable for group size. Tables or desks will be required for participants. |
| Audience: | Teachers of Life Skills, CODE, DE and other secondary programs whose students will require ongoing supports as adults. |
| Group size: | minimum: 8<br>maximum: 25 |
| Coordinator: | John VanWalleghem |

**WINNIPEG SCHOOL DIVISION No. ONE**
**Special Education Department**

**Professional Development Offerings for 1991-92**

**Project CHAMPS (Children Are Making Progress in Schools)**
**Module: Modifying Mainstream Curricula**

Strategies are required to create situations in which all children can grow and develop in positive ways. Project CHAMPS teaches those strategies that facilitate the inclusion of students with exceptional needs in their schools and communities.

To truly take advantage of mainstreaming, special education and classroom teachers alike must collaborate on modifying the curricula. A variety of strategies have been developed over the years, including: cooperative grouping/learning; thematic instruction; open-ended goals setting; assignment of additional staff, peer tutors, or volunteers; and individualized goal setting and instruction. These and others will be discussed along with the teaming strategies that support their use.

| | |
|---|---|
| Date: | Nov. 21, 1991 |
| Times: | 9:00-12:00 |
| Facility: | Suitable for group size. |
| Audience: | Open to all teachers. Recommended for special education resource teachers (SERTs). |
| Group size: | minimum 8<br>maximum: 25 |
| Coordinator: | Drucie Hogle |

**WINNIPEG SCHOOL DIVISION No. ONE**
**Special Education Department**

**Professional Development Offerings for 1991-92**

**Project CHAMPS (Children Are Making Progress in Schools)**
**Module: Classroom Management for Academic Success**

Strategies are required to create situations in which all children can grow and develop in positive ways. Project CHAMPS teaches those strategies that facilitate the inclusion of students with exceptional needs in their schools and communities.

Good classroom management is the result of effective planning for all aspects of the classroom environment -- physical, social, intellectual. A well managed classroom creates the scene for learning. This workshop discusses effective classroom management, particularly those aspects that support individualization of instruction to address students' needs. Major components include: physical arrangements, scheduling, transitions, rules, roles, and teaching self-management.

| | |
|---|---|
| Date: | Jan. 16, 1992 |
| Times: | 9:00-4:00 |
| Facility: | Suitable for group size. Tables or desks are required for participants. |
| Audience: | Open to all teachers. |
| Group size: | minimum: 10<br>maximum: 40 |
| Coordinator: | John VanWalleghem |

**WINNIPEG SCHOOL DIVISION No. ONE**
**Special Education Department**

**Professional Development Offerings for 1991-92**

**Project CHAMPS (Children Are Making Progress in Schools)**
**Module: Prosocial Skills Instruction**

Strategies are required to create situations in which all children can grow and develop in positive ways. Project CHAMPS teaches those strategies that facilitate the inclusion of students with exceptional needs in their schools and communities.

Nature abhors a vacuum. If a student lacks an appropriate behavior for a particular situation, that student is likely to perform an inappropriate behavior. Prosocial skills instruction is a direct instruction approach to filling those behavioral vacuums. The skills for teaching appropriate behaviors are applicable to all students but particular attention will be given to students who demonstrate significant behavior problems.

| | |
|---|---|
| Date: | Nov. 7, 1991 |
| Times: | 9:00-4:00 |
| Facility: | Suitable for group size. Tables or desks are required for participants. |
| Audience: | Open. Recommended for teachers of students with behavior problems. |
| Group size: | minimum: 10<br>maximum: 30 |
| Coordinator: | John VanWalleghem |

**WINNIPEG SCHOOL DIVISION No. ONE**
**Special Education Department**

**Professional Development Offerings for 1991-92**

**Project CHAMPS (Children Are Making Progress in Schools)**
**Module: Family Life Instruction for Students with Developmental Disabilities**

Strategies are required to create situations in which all children can grow and develop in positive ways. Project CHAMPS teaches those strategies that facilitate the inclusion of students with exceptional needs in their schools and communities.

Students in low enrollment special education programs require specialized instruction and nowhere is this more important than in the area of Family Life. Some teachers, clinicians and other support staff in the Division have developed some content and strategies that really work. This is a talk-and-share workshop for those who are already providing family life instruction and those who want to. To some extent, it is a follow up to the workshop on "Abuse Prevention" in 1991.

| | |
|---|---|
| Date: | Mar. 18, 1992 |
| Time: | 9:00-4:00 |
| Facility: | Suitable for group size. Participants will require tables or desks. |
| Audience: | Teachers, clinicians, counsellors, public health nurses, and others working with the population. |
| Group size: | minimum: 8<br>maximum: 25 |
| Coordinators: | John VanWalleghem & Nadia Preyma |

**WINNIPEG SCHOOL DIVISION No. ONE**
**Special Education Department**

**Professional Development Offerings for 1991-92**

**Project CHAMPS (Children Are Making Progress in Schools)**
**Module: Responding to Processing Problems in Children**

Strategies are required to create situations in which all children can grow and develop in positive ways. Project CHAMPS teaches those strategies that facilitate the inclusion of students with exceptional needs in their schools and communities.

This half day inservice will focus on:

1. Understanding students' processing of information related to: listening, speaking, reading, and writing difficulties;
2. Interpretting clinical reports or other agency reports and translating the data into useful, digestible programming; and
3. Reviewing common "best practices" for these students.

Follow up sessions could be arranged for participants.

| | |
|---|---|
| Date: | Jan. 9, 1992 |
| Times: | 9:00-12:00 |
| Facility: | suitable for group size |
| Audience: | Open to all teachers. Recommended for special education teachers serving students with learning disabilities. |
| Group size: | minimum: 8<br>maximum: 25 |
| Coordinator: | Drucie Hogle |